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ABSTRACT

As of July 15, 1966, 7.2% of all faculty positions in the California State College system were not filled (a total of 582.3 positions). A year later, on July 15, 1967, the number of unfilled positions reached 661 or 7.7% of all authorized positions in the system. To make matters worse, a freeze on all jobs was in effect for employees of the State, including academic positions, for 3 months during 1967. At the last minute, the ban on hiring for academic positions was lifted after an announcement was made that formal restrictions on the numbers of students who could be accepted for the 1967-68 school year had been devised because of a lack of professors. Somehow, by September 1967, most of the faculty vacancies had been filled. This study was designed to answer questions surrounding this issue. Included in the objectives of the study were: (1) From what sources and by what means did the colleges secure large numbers of faculty at the last minute? (2) What are the characteristics of those who were appointed, in terms of academic preparation, previous experience, and other qualifications, and what patterns exist given the nature of these characteristics and the period in which the individual was appointed? (3) On the academic departmental level, what are seen as the principal factors affecting their ability to secure qualified new faculty members? (HS)

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A SURVEY OF PROBLEMS IN FACULTY RECRUITING WITHIN THE CALIFORNIA STATE COLLEGES

A Report to the Faculty Affairs Committee, Academic Senate, California State Colleges

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I - INTRODUCTION

In September, 1967, the Chancellor of the California State Colleges, Dr. Glenn Dumke, met with the Statewide Academic Senate of the colleges. In the course of this meeting, the Chancellor presented several proposals to the Senate, many in the form of requests for Senate action on issues of pressing concern to the State College system. Among these several requests was one urging the Senate to conduct an investigation of problems associated with the recruitment of faculty, and it was out of this request that the present study developed.

The ability of American institutions of higher education to obtain sufficient numbers of qualified professors has been a serious problem for several years. Innumerable reports, studies, and articles document this point with alarming frequency. The brunt of this difficulty has been felt with special force among the California State Colleges, due to the phenomenal expansion in student enrollments that has taken place within these institutions. From 1950 to 1969, State College system-wide enrollments increased 579 per cent. To put this point another way, in 1950, there were a total of 24,610 Full Time Equivalent (F.T.E.) students in the California State Colleges. By 1969, it is estimated that the number of F.T.E. students will be 167,170. (1) When it is recognized that the F.T.E. figure is lower than the actual number of persons enrolled, due to the fact that many students enroll for fewer than 15 units, and the number of persons in attendance is examined, the magnitude of the trend is even more dramatic. Looking only at the estimates for 1968-1969, for example, the number of students expected to be enrolled in the system is placed at 196,890. (2)

To meet the rapid and sharp increase in student population, the colleges have had to try to expand their faculties at a pace sufficient to provide the courses and programs appropriate to their student bodies. For the 1950-1951 academic year there were 1,393 F.T.E. faculty positions in the entire State College system; by 1968-1969, the number of positions is expected to reach 9,490. Again, it must be kept in mind that these statistics represent positions, not people. To fill the 9,490 positions for the 1968-1969 school year, it is projected that there will have to be 11,520 faculty members in the system. (3)

The sheer pace of this growth has meant that each year a substantial number of new faculty positions have to be provided just to deal with expansion of student enrollment. For the 1966-67 academic year, the number of new positions came to 715, and for 1967-1968 they totalled 685. (4) Added to these numbers are all of the staff vacancies created by turnover. Turnover is itself the product of several factors, such as voluntary and involuntary terminations, retirements, deaths, and the completion

of single term or single year appointments. In 1966-1967 terminations created 716 vacancies in State College faculties, and this does not take into account temporary vacancies resulting from sabbatical or other leaves or from extended absences due to illness. (5) The contribution of all of these elements for the 1967-1968 year resulted in approximately 2,300 teaching positions to be filled within the State College system.

The task of recruiting over 2,300 professors for a single year would be by itself a tremendous undertaking. As previously mentioned, however, the supply of competent candidates for college teaching positions is considerably less than the demand, and the recruiters for the California State Colleges must compete for these candidates burdened with several handicaps. Consequently, while it is not surprising, it is of great import that the ability of the colleges to successfully secure candidates to fill their vacancies has been less than spectacular. As of July 15, 1966, 7.2 per cent of all faculty positions in the California State College system were not filled (a total of 582.3 positions). A year later, on July 15, 1967, the number of unfilled positions reached 661 or 7.7% of all authorized positions in the system (6)

A deep and long standing concern about the problem of faculty recruitment has resulted in several studies of the problem over the past few years. One of the more detailed of these was prepared by the Coordinating Council for Higher Education and published in March, 1965. In that work, various aspects of the recruitment problem were explored as they affected both the California State Colleges and the University of California. The conclusions of that study are significant in that the dire recruiting prospects predicted by the Council have materialized. As the Council concluded,

> "Present evidence indicates that the University of California and the State Colleges are finding it increasingly difficult to obtain persons with the desired academic qualifications to fill all the faculty vacancies which exist, particularly for the lower-paying ranks of instructor and assistant professor. .....Present evidence indicates that unless college teaching in California can be made more attractive by means of better salaries, fringe benefits, and working conditions the faculty recruiting difficulties referred to will likely continue." (7)

Similar discussions of recruitment problems have appeared, in briefer form, with regularity in the Budget Reports of the Coordinating Council and in the Chancellor's annual reports on personnel matters in the State Colleges. (8) Despite these repeated appeals, however, little has in fact been done to improve the recruiting situation of the colleges, and the increasing difficulty in filling faculty vacancies can hardly be seen as surprising.

The staffing problems of the colleges are not just a product of the number of positions that thave to be filled, but as the Coordinating Council's report states, they are seriously compounded by the lower salary levels, higher teaching loads, and other factors that go toward making a position attractive or unattractive to potential faculty. Documentation of the California State Colleges lack of competitiveness along these dimensions has long been a matter of record.

If we view the above complex (salary, load, etc.) as constituting the "normal" range of variables complicating the recruiting picture for the State Colleges, others must be added to understand the recruiting problems of last year.

In 1967, for a period of nearly three months a "freeze" on the appointment of people to new positions throughout the state service was in effect. Out of a concern for economy in government, the state administration that took office in January, 1967, imposed the "freeze" which was applicable to academic personnel as well as to other state employees. The impact of the "freeze" on State College recruiting can hardly be overstated. Not only did the prohibition on hiring prevent many academic departments from seeking and committing candidates during the peak periods of hiring and job changing in their fields, it presented a picture of the situation of the Colleges in California which discouraged many prospective candidates from even applying. Thus, by the time the "freeze" was lifted the ability of the colleges to adhere to strict standards of appointment was seriously impaired.

The plight of the State Colleges during 1967 was given much attention in the public press. Numerous newspaper columns were devoted to descriptions of the inability of the colleges to secure qualified faculty and to the effect this inability would have upon student enrollment. The seriousness of the problem came to a peak when proposals to reduce the State College budget for 1967-1968 added to the existing problems of recruiting, necessitated formal restrictions on the numbers of students who could be accepted for the 1967-1968 school year. One newspaper account at the time estimated that about 20,000 potential State College students would be turned away, and several campuses within the system actually began to impose strict limitations on the number of applications they would accept. Following the restoration of some of the proposed budget cuts, State College officials made assurances that the rejection of students would not take place, (9) thus allaying public fears on this point.

Lifting the bans on student enrollment, however had no effect on the capacity of the academic departments to secure faculty, but it did increase the necessity of somehow filling vacant positions. Consequently, by September, 1967, when classes began most of the faculty vacancies had in fact been filled.

Taking into account all of the problems that surrounded the recruiting cycle for 1967-1968, several questions which are most relevant to the present study are listed below.

1. From what sources and by what means did the colleges secure large numbers of faculty at the last minute?

2. What are the characteristics of those who were appointed, in terms of academic preparation, previous experience, and other qualifications, and what patterns exist, if any, given the nature of these characteristics and the period in which the individual was appointed?

3. If it is assumed that those appointed at all periods in the hiring cycle are qualified, a subsequent question is whether those appointed during each period represented similar proportions of permanent or temporary personnel.

4. Recognizing the recruiting problems of the past few years, and the additional difficulties of last year, what seem to be the prospects for the State Colleges in future recruitment efforts?

5. On the academic departmental level, what are seen as the principal factors affecting their ability to secure qualified new faculty members?

To secure answers to these questions, the Chancellor's proposal for a study of recruitment was accepted by the Statewide Senate. Prior to this acceptance, the proposal was referred to the Faculty Affairs Committee of the Senate, which deliberated at length over the feasibility and desirability of such a study. The committee finally recommended that the study should be made, and it is under the immediate sponsorship and direction of that Committee that the research has been conducted.

In order that the findings of this study might be carefully considered by the entire Senate during this academic year, one of the conditions the Committee attached to the project was that it had to be completed by the first week in January, 1968. The importance of this deadline for the manner in which the research was undertaken and the scope of the study will be discussed in more detail in section II of this report.

The actual work of designing the study was begun late in October, 1967, after a lengthy discussion between the members of the Faculty Affairs Committee, a representative of the Chancellor's Office, and myself. From that date, there was a period of approximately two and one half months during which the information could be secured, analyzed, and final report prepared. The successful achievement of this goal was the product of the combined help and cooperation of a large number of persons.

It would be a breach of anonymity to name all of those who contributed to this research, however, I would like to use this opportunity to express special thanks to the following individuals: Mr. William Lane, Jack Strick, Gary Sitton, David Wilkerson, and Rich Mead, all of the Chico State College computer center; Mrs. Wareene Strick, who graciously handled all of the coding and key punching necessary within an amazingly brief period of time; Mr. Milton Dobkin and Donald Shelton, of the Chancellor's Office, who together with the Clerical personnel of the Faculty and Staff Affairs Office provided much needed help and support; President Robert Hill and Drs. Gordon Gibb, Miles Tracy, Robert Souders, and Robert Rankin, all of Chico State, who were more than generous in their encouragement and assistance; and, finally, the members of the Faculty Affairs Committee, particularly John Stafford and James Gregg.

I would also like to express my gratitude to all of the new faculty members and department chairmen who took the time and gave their energies to completing what Howard Marshall has termed, "still another questionnaire." The cooperation of all of these persons has provided the "real meat" of the study, and to the extent that the research proves valuable it was the accuracy and completeness of the responses that made it so. Those chairmen whom I met deserve even more thanks. Every one of the men and women I interviewed during the course of this study cooperated in a most generous, frank, and courteous way. Not one of the requests for an interview was turned down, and in the conduct of each interview a sincere interest in the research was displayed. No researcher could ask for a better sample of persons with whom to work.

Footnotes: section I

1. Chancellor's Office, Support Budget for 1968-69, As Submitted by the Chancellor to the Board of Trustees, Los Angeles, California State Colleges, 1967, p 145

2. Coordinating Council for Higher Education, Annual Report on Salaries, and Other Benefits at the California State Colleges and the University of California, 1968-69, Report 67-17A, Sacramento, December, 1967, p II-6

3. Support Budget for 1968-69, p 141

4. Ibid., p 141

5. Ibid., p 141

6. Annual Report....., 1968-69, p II-9

7. Coordinating Council for Higher Education, Faculty Recruitment in California Higher Education, Report 1017, Sacramento and San Francisco, March, 1965, p 23

8. See for example, the annual Budget Reports to the Legislature from the Coordinating Council for Higher Education and the annual reports from the Chancellor's Office to the Governor and Legislature on Personnel Matters in the State Colleges

9. To cite only a few examples of such accounts from newspapers that I read on a daily basis, see: San Francisco Chronicle of: March 9, 15, April 27, 28, and July 28, 1967. Also, U.P.I. releases were reported in the Chico Enterprise-Record of March 15, April 13, 28, and May 24, 1967. In addition, an extensive and detailed discussion of the problem was published in the Los Angeles Times of October 1, 1967.

II - THE DESIGN AND METHODOLOGY OF THE STUDY

A variety of approaches could have been used in the effort to find answers to the questions regarding recruitment raised in the previous section of this report. The character of some of the questions and the necessity of the study being conducted within a very short period of time, however, made certain of these approaches much more suitable than others.

As the ideas which led to the research were presented it seemed to be the initial intent that the study encompass all faculty members hired at certain points over the past few years, and to build its conclusions upon comparisons of the findings from these several points. To have followed this line of attack in the study would have meant selecting two or three academic years out of the past five or six years, then securing relevant information onthose hired for each of the chosen years. There is little doubt that the depth that such an approach might have provided would have been of tremendous value in assessing the direction and nature of trends in recruitment.

During the early meetings with the Committee, a somewhat different approach appeared more feasible. This second approach involved limiting the number of fields to be included in the study, although retaining the system-wide coverage. It was agreed that five academic fields would be included, each representing an important instructional area of the State Colleges' programs. It was further agreed that the fields to be included would be among those disciplines found on most of the campuses of the system, thus making better comparisons possible.

The specific academic departments that were chosen were: Business, Chemistry, Engineering, English, and Political Science. The field of Business was defined to include all of those departments under a division or school of Business where such was the existing administrative unit on the campus. Engineering was defined in the same fashion. As a result, the total number of departments of business and engineering covered in the study exceeds that of the number of departments of chemistry, English, or political science which are not normally subdivided into other departments.

After careful consideration and examination of the approaches used in other faculty studies, the latter three fields were selected to represent the Sciences, Humanities, and Social Sciences respectively. Once having decided that the study would be restricted to five academic fields, a question still remained as to the temporal dimension of the research. Turnover rates in the State Colleges are quite high and an attempt to secure information from persons recruited several years ago would yield highly biased data. Even if such bias could be taken into account, many of the questions in which the Committee was interested

related to assessing the significance of certain variables in accepting the positions and in obtaining data concerning other job offers the individual may have had. The longer the period of time covered by the study, the less reliable such information could be expected to be.

In light of the above considerations a decision was reached to limit the investigation to the past two years only, that is it was decided to attempt to determine the characteristics, of persons appointed within the five disciplines for the 1966-1967 and 1967-1968 academic years. By focusing on the most current recruiting cycles the accuracy of responses not only could be expected to be greater, but the impact of loss of information from turnover and the termination of temporary appointees would be less.

Another problem of definition had to be resolved in designing the study. Previous investigations of recruiting in the State Colleges, and the annual reports on faculty clearly demonstrate that large numbers of part-time personnel are utilized in teaching positions throughout the system. Some discussion ensued in the planning of the study as to whether the part-time instructors should be included or not. Since a basic concern of the research is to identify the characteristics of those teaching in the State Colleges, the qualifications of all who teach are important. Therefore, it was finally agreed that all persons appointed to teaching positions for 1966-67 and 1967-68 would be considered within the scope of the study. Consequently, Teaching Assistants, persons in the ranks of Assistant, Lecturers, and any others responsible for one or more classes on a full or part time basis became part of the body of faculty with which the research was to deal.

Three sources of information were needed to cope with the key questions of the study. The first of these was the faculty in the five fields who were hired for one of the two years mentioned above. Some information on these people could probably have been obtained from personnel records maintained at the college or department level. Many of the important questions, though, had to be answered by the appointee himself and to secure these answers a questionnaire approach was agreed upon, it was simpler and more economic to include on the questionnaire all of those items for which information was desired, circumventing the need for searching through personnel records as well.

The second source of information was the departmental chairmen. Much of the information relating to the process of recruitment, problems from the perspective of those doing the hiring, and assessment of future chances in the academic labor market could only come from those most directly involved in recruiting and most responsible for the decisions regarding

the selection of recruits. The type of information needed from the chairman was of a markedly different nature from that relating to the new appointees and thus a second questionnaire was required.

In the case of the chairmen, the number of units covered by the study was considerably less than the estimated number of new faculty members hired over the last two years. English, chemistry, and political science were present in one or another form at each of the eighteen campuses of the college system. Six of the colleges, however, had no engineering department (or division or school), and two had no business department. The total number of units for purposes of the study, not counting the existence of specialized business or engineering departments within schools and divisions was 82.

The relatively small number of department chairmen made it possible to supplement the questionnaires sent to them with personal interviews over approximately a two week period of time. While it was not possible to arrange for and conduct interviews with all of the chairmen, thirty-three interviews were completed.

The third principal source of data for the study was previous documentary work on faculty and faculty recruiting. Much of this material was developed by the State Colleges or the Coordinating Council, but studies conducted in other parts of the country on various phases of faculty recruitment proved of great value. A review of this literature is not critical to the background of this report, but for the interested reader, some of the more useful of the studies are listed in the footnotes at the end of this section of the report. (2)

The two questionnaires used provided the bulk of the data out of which an effort was made to deal with the questions listed in the Introduction. Copies of each of these survey instruments can be found in the Appendices.

Numerous items on each of the questionnaires were either directly "borrowed" or are modified versions of questions used in other studies. Of the borrowed items some were included in order that two indices of faculty quality could be utilized. The two indices were the "honors index" and the "productivity index" developed and tested in the remarkable study by Lazarsfeld and Theilens, The Academic Mind. Lazarsfeld and Theilens employed the indices in their nationwide survey to differentiate faculty and to characterize the institutions they studied. (3)

Both of the indices referred to above are somewhat "strict," and although I felt it important to use them in the study, I also believed that a more liberal index of faculty quality

might prove more applicable to the situation of the California State Colleges. I subsequently developed such an index, taking into account factors not weighted in the Lazarsfeld and Theilens indices, and giving somewhat different values to the elements of the Lazarsfeld and Theilens measures. A more detailed description of the three indices can be found in the Appendices.

The decision to include part-time faculty members in the groups to whom the New Faculty Questionnaire was to be sent produced problems of another nature. At the time the questionnaires were being prepared, information was provided by Mr. Dobkin of the Faculty Affairs Office as to the utilization of positions in 1967-1968 by the departments to be covered in this study. More specifically, the information available showed how many positions filled or committed for the Fall, 1967, term were filled by full-time appointments and how many were to be converted into part-time appointments. These data did not reveal into how many fractions the converted positions were divided. The possibilities ranged from two to five for each so used. For purposes of distributing the questionnaires it was assumed that the converted positions were divided in the maximum fashion - that is, into five part-time positions each.

Similar information by department was not available at the time for the 1966-1967 school year, and the assumption was made that the number of positions and the use of such positions was essentially the same for both years.

A consequence of this assumption was that, without specific knowledge of the universe being surveyed, a much larger number of questionnaires was distributed than was probably necessary. Altogether, 2,285 New Faculty Questionnaires were mailed, and about 550 completed questionnaires returned. Because of the problem just outlined it is difficult to estimate if the response was high, low, or of an intermediate nature. It is also difficult, for the same reasons, to estimate the representativeness of the response by discipline, college, or period of appointment.

An additional and unexpected problem arose which had an effect upon the response to the New Faculty questionnaire. There was not sufficient time to correspond with each of the colleges before the questionnaires were mailed, and thus the names and addresses of new faculty were not available in time for personal mail contact. Without such mailings it was imperative that the department chairmen serve in the role of middlemen and distribute the questionnaires to their new staff members. The early November mailings consisted of an estimated number of New Faculty Questionnaires to each chairman (or Dean or division head, as the case required), a copy or copies of the Questionnaire for Department Chairmen, and brief instructions regarding the distribution of the forms. The information secured in the course of the interviews and careful examination of the returned questionnaires shows that some chairmen

evidently misunderstood the directions or were tardy in distributing the forms to their new people. It was orginally requested that the completed questionnaires be in the mail by November 24, but as late as January 4 a few returns were still coming in, many with the written comment that the person had not received the questionnaire until well after the requested return date. Also, some chairmen must have placed copies of the form in the box of each faculty member, as some returns were received from individuals hired in the 1930's. Finally, it is likely that in some departments questionnaires were not provided to part-time instructors, on the assumption that they "did not count" or because it was felt that they would not participate even if requested to do so.

A large number of completed forms were also reveived from people not in one of the five fields under consideration. Many of these people were hired at some point in the two year period being considered by this study. So as to provide an internal check on the returns, the information gathered from these "others" was key punched, and on some of the tables in the report the "others" have been counted. A further discussion of problems that developed because of the "other" returns is found in Appendix 4.

The pressure of time did not allow for a pre-test of either of the questionnaires used. An examination of the returns from new faculty suggests that little difficulty existed in terms of understanding the items on the questionnaire. A few of the faculty did refuse to answer some questions, such as birthdate, "home town," etc, on the grounds that this information was "too personal."

The questions posed on the Department Chairman Questionnaire were mainly specific and very detailed. For example, many questions dealt with the utilization of authorized positions and the source of vacancies. Some chairmen, especially new chairmen, simply did not have such detailed information, particularly over a two year span of time. Other questions calling for the respondent's judgement of the effect of things such as salary, research opportunities, etc., on hiring, proved a difficult task for new chairmen. Several new chairmen expressed their inability to secure detailed statistical information, while others did not feel they had sufficient experience to express an opinion on the part these elements, such as load, etc. have had on recruiting.

The completed questionnaires were coded and key-punched for processing at the Chico State computer center. A number of complications arose relative to the programming of the computers to handle the data, and out of considerations of expediency, it was essential to not try to analyze certain of the items on the new faculty questionnaire such as age at time of appointment and graduate school origins. These items which had to be deferred might have added to the breadth of the study, by

providing a more rounded portrait of new faculty members, but having to defer analysis on these items was not significant to the principal aim of the study. Future research with the data collected could well pursue some of the lines with which this omitted information deals.

More detailed tables are provided in Appendix 4, showing the size and and distribution of the mailing and the general composition of the responses by discipline.

Footnotes: section II

1. The studies conducted by John Gustad, (The Career Decisions of College Teachers, Southern Regional Education Board, S.R.E.B. Research Monograph No. 2, 1960) and Howard Marshall, (The Mobility of College Faculties, New York, Pagaent Press, 1964) both employed Chemistry as the discipline representative of the natural and biological sciences.

2. The reader is referred to the following works which deal, to one extent or another, with recruitment to college teaching and characteristics of the academic labor market.

Brown, David G., The Market for College Teachers, Chapel Hill, University of North Carolina Press, 1965

Caplow, Theodore and McGee, Reece, The Academic Marketplace, New York, Basic Books, 1958

Gustad, John W., The Career Decision of College Teachers, Atlanta, Southern Regional Education Board S.R.E.B. Research Monograph No. 2, 1960

Marchall, Howard, The Mobility of College Faculties, New York, Pagaent Press, 1964

Medalia, N.Z., On Becoming a College Teacher, Atlanta, Southern Regional Education Board, S.R.E.B. Research Monograph No. 6, 1963

Reisman, David, "The Academic Career" Daedalus, vol. 88, Winter, 1959, pp 147-169

Trow, Martin, "Reflections on Recruitment to College Teaching," Boston, New England Board of Higher Education, 1959

This listing is far from inclusive, and for the reader who is interested in additional literature on the subject, I would suggest that he consult the bibliographies prepared by Walter Eels for the Southern Regional Education Board, and the numberous reports and articles that grew out of the work of Professor John Stecklein and his associates at the University of Minnesota.

3. Lazarsfeld, Paul F. and Theilens, Wagner, Jr., The Academic Mind, Glencoe, The Free Press, 1958, especially pp 402-407 where the two indices are discussed in great detail.

III - NEW FACULTY AND THE HIRING CYCLE

One of the most important concerns expressed by the Faculty Affairs Committee in sponsoring this study was a desire to learn the relationship, if any, of the faculty appointed during a particular period in the hiring cycle and the quality of such faculty. Consequently, one of the principal lines of analysis became that of determining the characteristics of new professors and to compare these in different periods in the recruitment cycle.

An earlier pilot effort was made at one of the Southern California state colleges to examine the relationship between the degrees held by recruits to the college and month of their appointment. A total of 81 persons appointed for the 1962-1963 academic year were compared with 69 people hired for the 1967-1968 year. The findings of the study revealed that there had been a sharp drop in the proportion of persons with doctorates appointed between the two school years. For 1962, 58% of those hired had doctorates, while for 1967 only 38% of the appointees had completed their doctoral work. The relationship of degree held to specific month of appointment was not as marked. Yet, by combining months it was found that larger number of persons with doctorates were hired early in the cycle in 1962 than in 1967. By May 31, 1962, 43 individuals holding PhDs had been employed at the college, but by May 31, 1967, the number of recruits with the doctorate was only 14.

The hiring cycle for the present study was defined as the period from October, 1965 through September, 1966, for the 1966-1967 academic year; and from October, 1966 through October, 1967, for the 1967-1968 academic year. To facilitate analysis the months between these dates were consolidated into the following groupings: October-December; January-March; April-May; June-July; and August-September. Due to the nature of the returns from the survey of faculty it was necessary to make two adjustments in working with the time periods. Only two respondents indicated that they had been hired between October, and December, 1965, and these cases were combined with these reporting appointment dates falling between January and March, 1966. It was also found that eight persons had been hired in October, 1967, to fill teaching positions for the 1967-1968 school year, and these responses were kept separate in the course of the analysis. The number of responses from new faculty falling into each of the time categories is shown below.

1966-1967 Hiring Cycle	Responses	1967-1968 Hiring Cycle	Responses
Oct.,-1965 - March, 1966	42	Oct. - Dec., 1966	9
April - May, 1966	43	Jan. - Mar., 1967	53
June - July, 1966	19	April - May, 1967	95
August - Sept., 1966	18	June - July, 1967	67
Total:	122	Aug. - Sept. 1967	96
		Oct., 1967	8
		Total:	328

Two additional points should be mentioned at this time. The fact that some of those appointed for 1966 or 1967 were not hired for the entire year, or may have been appointed for other than the Fall semester or quarter, was not taken into account in this analysis. That is, the number of respondents reporting appointment dates within one or the other of the two hiring cycles were considered altogether, regardless of the nature or type of their appointment. These are two reasons for this "lumping" together of new appointees. First, whether on a full or part-time appointment or on a continuing or temporary appointment, the instructor is teaching classes and the impact of his qualifications and background is as significant as that of any other professor. Second, in the course of this study it became evident that many temporary appointments prove to be less temporary than the conditions of the initial hiring would lead one to believe. That is, significant numbers of temporary appointees, according to the reports of department chairmen, are actually hired for an additional term or an additional year should the department encounter problems in finding qualified regular appointees. Thus, the designation of an appointment as temporary may prove to be deceptive. The data in Table 1, for example, reveal that of those hired for 1966-1967, ten persons who responded to this survey had initially been employed for a temporary period, which obviously extended beyond the initial year or term of the agreement.

It is still true, though, that the information for the 1966-1967 appointees does not reflect the level of temporary hiring that probably took place. Although ten of those so hired were still teaching in the departments, - the assignments of many others ended with the end of the year or term for which they were employed. This fact has has certain consequences in interpreting the findings of the present survey which will be discussed later.

An examination of Table 1 dramatically shows the shift away from regular, continuing appointments toward temporary, full time appointment starting in June and July of 1967. By August, the recruiting process shifted even more sharply to the hiring of temporary, part-time instructors. Note, for example, that during August and September of 1967, as many one-term, part-time appointments were made as all categories of full-time appointments taken together for those months.

The same pattern can be seen from another perspective when the ranks of those hired are examined along the time dimension. In Table 2 an increase in the number of those appointed as Lecturers and Instructors during the later phases of the cycle is evident. In addition, the bulk of those in the "other" category, mainly Assistants and Teaching Assistants, were appointed in the closing months of the hiring cycle.

Looking at both Tables 1 and 2 shows that not only does recruitment turn to pools of temporary and part-time instructors, but that the appointment of many of these people takes place in what is sometimes termed the "irregular" rank of Lecturer. Use of this special status has several advantages for success in attracting and securing the help needed. Many of the restrictions on the salary step and rank that are used in making regular, full-time appointments does not apply as strongly in the case of lecturers. In short, recruiters have a greater leeway in negotiating with the temporary and part-time people they seek to hire than they are allowed when trying to fill positions with more permanent appointments.

The necessity of utilizing this tactic in obtaining last minute, part-time help is especially underscored when the more general recruiting problem of the various disciplines are considered. Further discussion will be given to this point in the section of the report dealing with the evaluation of recruiting problems by department chairmen.

The crucial test in identifying changes in the quality of those hired rests with application of the three indices of quality mentioned in Section II. If a hypothesis is advanced that the quality of those hired declines the later in the hiring cycle the appointment is made, one could expect all three of the indices to display a drop in level from the early to later months of the cycle. The hypothesis is, in general, confirmed by the data. Table 3 reports the average scores on the indices of those hired at the different points in time. In looking at this table, the reader should keep in mind that the maximum score on the "honors" index and on the "productivity" index is 4, while the maximum possible score on the third index is 12.

It is interesting to observe that the "honors" index reflects a shift upward in direction at the end of the hiring period, and that this pattern appears for both years studied. The principal reason for this upswing is a direct function of the elements the index measures and the type of appointees hired in the last months of the cycle. The "honors" index utilizes two components, consulting experience and office in professional societies, as well as academic degree held and volume of publications. Especially in the urban areas much of the last minute hiring involves the recruitment of highly trained and experienced people for part-time employment who are already employed in industry, government, and private professional

TABLE 1
TYPE OF APPOINTMENT BY PERIOD OF APPOINTMENT, 1966-67 and 1967-68
NEW FACULTY RESPONSES

Period of Appointment	Full Time			Part Time			Other	No answer
	Regular	1 year	1 Term	Regular	1 year	1 Term		
Oct.'65-Mar.'66	39	1	0	1	0	0	1	0
Apr.-May'66	40	1	0	0	0	1	1	0
June-July '66	15	2	0	1	0	1	0	0
Aug.-Sept.'66	10	1	0	0	2	1	3	1
Oct.-Dec.'66	7	1	0	1	0	0	0	0
Jan.-Mar.'67	39	8	0	0	3	3	0	0
Apr.-May '67	58	25	2	1	6	1	1	1
June-July '67	28	24	1	4	5	5	0	0
Aug.-Sept.'67	18	18	1	0	18	37	2	1
Oct. '67	0	1	0	1	2	3	0	1

TABLE 2
ACADEMIC RANK AND PERIOD OF APPOINTMENT, 1966-67 and 1967-68

	N	Prof.	Assoc. Prof.	Asst. Prof.	Instructer	Lecturer	Other	No answer
Oct.-Mar.	42	3	5	32	1	1	0	0
Apr.-May	43	2	5	27	5	2	0	2
Jun.-Jul.	19	1	2	10	1	4	1	0
Aug.Sep.	18	1	2	10	3	2	0	0
Oct.-Dec.	9	1	1	5	2	0	0	0
Jan.-Mar.	53	2	2	42	3	3	1	0
Apr.-May	95	8	4	54	7	14	3	2
Jun.-July	67	1	8	29	8	16	5	0
Aug.-Sept.	96	2	1	42	14	23	12	2
Oct.	8	0	0	3	2	2	1	0

TABLE 3
INDICES OF FACULTY QUALITY BY PERIOD OF APPOINTMENT

For 66-67	Lazarsfeld and Theilens "Honors" index	Lazarsfeld and Theilens "productivity" index	Composite Index (see Appendix 3)
Oct.-Mar.	1.38	1.40	5.83
Apr.-May	1.26	1.21	5.44
June-July	1.05	1.16	5.53
Aug.-Sept.	1.44	.94	4.67
For 67-68			
Oct.-Dec.	1.44	1.44	7.00
Jan.-Mar.	1.13	1.13	5.19
Apr.-May	.94	.97	5.05
June-July	1.09	.82	4.55
Aug.-Sept.	.92	.57	3.54
Oct.	1.00	.50	3.63

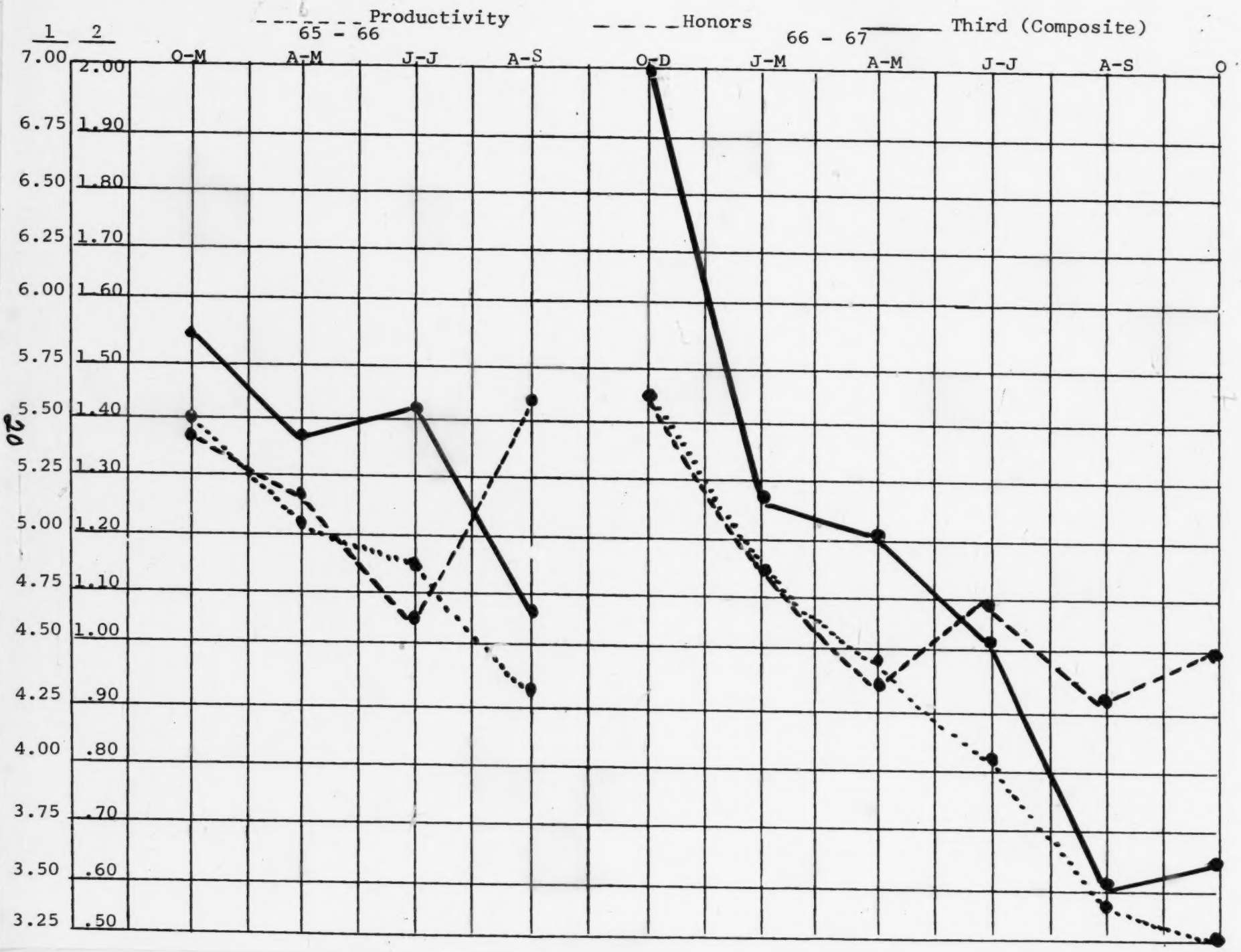
practice on a full-time basis. In each of the cases, the caliber of these "part-timers" is reflected in the impact they have by raising the "honors" index. The other two indices are constructed more upon academic criteria, and these indices continue to decline during the last months. To illustrate this pattern more clearly, Chart 1 was prepared.

The fact that the level of the indices does not drop as markedly for 1966-1967 as it does for the subsequent year can be attributed to the absence in the present sample of the one-term and one-year appointees from 1966-1967. Only those temporary appointees from 1966-1967 who were rehired were available as respondents, and it can be assumed that these were among the better qualified of the temporary people from that year. For 1967-1968, however, a larger number of temporary staff participated in the study, and the lower level of qualification of these people on the dimensions covered by the indices is reflected in the difference in the slope of the curves for the two years. In short, had all of the temporary appointees from 1966-1967 replied to the questionnaire, it is quite likely that the pattern for that year would have been virtually the same as that reflected in the Chart for 1967-1968.

Another way in which to gauge the significance of these problems is to look soley at the formal academic preparation of those appointed. One of the questions posed to new faculty asked if their highest earned degree was considered a terminal degree in their discipline. The term doctorate was not used because in some of the fields included in the study, namely business and engineering, there are specialities in which the doctorate is normally not expected (for example, the field of accounting in business). Following the above question the respondent was asked if he was currently working on another academic degree, and if so, toward what degree he was working. The findings from the responses to these questions, organized by date of appointment, are included in Table 4.

Three important patterns emerge from Table 4. The first, and most obvious, is that there is a decline in the number of persons hired as the hiring cycle unfolds, who held terminal degrees in their field. In this regard, the very great shift during August and September, 1967, to non-terminal degree holders stands out most clearly. If this trend for 1967-1968 is examined in terms of the ratio of non-terminal degree holders to those with a terminal degree, the pattern is even clearer.

The decline in appointees holding the terminal degree is only one of the important trends that can be interpreted from Table 4. Another is an increase, albeit less dramatic, in the proportion of those hired during August, September and October, 1967, who lack terminal qualifications and who also report that they are not currently working toward an academic degree. Even if allowance is made for the possible errors in response,


Productivity
Honors
Third (Composite)
65 - 66
66 - 67
1
2
7.00
6.75
6.50
6.25
6.00
5.75
5.50
5.25
5.00
4.75
4.50
4.25
4.00
3.75
3.50
3.25
2.00
1.90
1.80
1.70
1.60
1.50
1.40
1.30
1.20
1.10
1.00
.90
.80
.70
.60
.50
O-M
A-M
J-J
A-S
O-D
J-M
A-M
J-J
A-S
O
20

NOTE OF EXPLANATION TO CHART 1

Column 1 on the left-hand margin of this chart represents the "third" index scale. Although the scores possible on the scale run from 0 to 12, the range was abbreviated for purposes of the chart to run from .25 to 7.00. In averaging for periods in the hiring cycle, there were no averages on this scale above 7.0 or below .25.

Column 2 on the left-hand margin of the chart represents the scale scores for the "honors" and "productivity" indices. The possible range of scores runs from 0 to 4, but as no averages by period exceeded 2.0 or fell below .50, the scale was also abbreviated for use on the chart.

The letters across the top of the chart are abbreviations of the months. Thus, for 1965-66, O-M refers to October through March; A-M, April and May; J-J, June and July; and A-S, August and September. For 1966-67, O-D refers to October through December; J-M, January through March; A-M, April and May; J-J, June through July; A-S, August and September; and O, October.

The points on the chart are the average scores on the indices for all respondents hired during the appropriate period. In interpreting these, the reader should refer to the dotted and broken lines to the scale in column 2, and the solid line to the scale in column 1.

TABLE 4

Period of Appointment	Is the highest degree that you hold considered a terminal degree in your field?			Are you currently working on an academic degree?			If you are working on a degree, what degree is it?			
1965-1966	Yes	No	No Answer	Yes	No	No Answer	Doctorate	M.A.	B.A.	No Answer
Oct.-March	28	12	2	10	29	3	9	0	0	33
April-May	24	18	1	12	29	2	12	0	0	31
June-July	7	12	0	7	12	0	6	1	0	12
Aug.-Sept.	7	11	0	9	9	0	9	0	0	9
1966-1967										
Oct.-Dec.	5	4	0	3	4	2	2	1	0	6
Jan.-March	27	25	1	18	32	3	*14	6	0	33
April-May	44	49	2	36	58	1	*36	4	0	55
June-July	23	42	2	30	35	2	*21	10	0	36
Aug.-Sept.	18	76	2	42	52	2	*26	21	1	47
October	1	7	0	5	3	0	3	2	0	3

*In the cases marked with an astrisk the number indicating a degree toward which they are working exceeds that of the number of people stating that they are presently working toward a degree. At least two explanations could account for this. Some respondents may have misinterpreted the questions or wrongly checked the items regarding current degree work. Another possibility is that some of the new faculty are not now actively engaged in degree work, but are nonetheless at some point in the program toward a doctorate or masters degree.

TABLE 5

Ratio of those without a terminal degree to those with a terminal degree in their field, for 1967-68 appointees

October - December	.80	June - July	1.8
January - March	.93	August - September	4.2
April - May	1.1	October	7.0

mentioned in the footnote to Table 4, the same trend emerges. The percentages shown below represent the proportion of those without terminal degrees who reported that they are not currently working on another degree. The percentages in parentheses represent adjusted figures based upon the data in column 3, Table 4, namely the reports of what degrees the respondents were working on. It can be seen that even using the more liberal measure about one-third of the nonterminal degree holders hired during the latter months of the recruiting cycle are not engaged in any academic work leading to another degree.

The third pattern which emerges from column 3 of Table 4 is the increase in the number of those hired who have not completed the work for their masters degree. Note especially that by August and September, the balance between persons engaged in doctoral and masters work was almost achieved. To demonstrate the import of this point in another way, of the new faculty hired during August and September, 1967, in the disciplines covered by this study, nearly one-fourth had only an earned Bachelors degree.

Still another measure of faculty qualifications is the previous teaching experience of those hired. The data collected in this study shows an important decline along this dimension, when period of appointment is taken into account. The information presented in Table 7 is for both academic years, although the findings for 1966-67 probably do not accurately depict the degree of decline in teaching experience among those appointed during that year because of the absence of the temporary instructors appointed.

An even sharper decline appears in the proportion of new faculty whose previous position was in college teaching. For the two years covered by this study the findings are shown in Table 8.

The main conclusion that can be drawn from the various Tables presented in this section of the report is that a definite relationship does exist between the quality of persons appointed to California State College faculties and the period in the hiring cycle at which they are appointed. This finding appears to hold true whether an index of quality is used as the test or whether specific variables are tested separately. The earlier in the recruiting cycle that the individual is appointed the greater the likelihood of his possessing better academic qualifications and having had previous experience in college teaching. These relationships are sufficiently consistent between the two time periods studied so as to not be the product of last year's "freeze" on hiring or State College budgetary problems alone.

TABLE 6

Period of Appointment	Percent without Terminal Degree Not working on a degree
1966-67	Adjusted
October - December	25 (25)
January - March	28 (20)
April - May	27 (18)
June - July	29 (26)
August - September	45 (37)
October	29 (29)

TABLE 7

Previous Teaching Experience by Period of Appointment
(percentages are given in parentheses
next to the actual responses)

25

	1965 - 66			1966 - 67		
	Yes	No	No Answer	Yes	No	No Answer
October - March	35 (83.5)	7 (16.5)	0	October - December 9(100)	0	0
April - May	40 (93.2)	3 (6.8)		January - March 45(84.9)	7(13.2)	1(1.9)
June - July	17 (76.5)	4 (23.5)		April - May 84(88.4)	11(11.6)	0
August - September	18 (76.8)	4 (22.0)		June - July 52(77.6)	13(19.4)	2(3.0)
				August - September 65(67.7)	28(29.2)	3(3.1)
				October 4(50.0)	4(50.0)	0

TABLE 8

New Faculty Whose Previous Position was in full time College Teaching by Period of Appointment

Period of Appointment	1965 - 66 Number	%	Period of Appointment	1966 - 67 Number	%
October - March	20	47.8	October - December	3	33.3
April - May	17	39.5	January - March	19	35.8
June - July	4	23.5	April - May	38	40.0
August - September	1	5.5	June - July	16	23.9
			August - September	15	15.6
			October	0	0.0

In the course of interviews with the chairmen of some departments, factors in addition to those which have been discussed were hypothesized as being related to time of appointment. Some chairmen suggested, for example, that sex was one of these variables; their point being that the proportion of women hired would increase the later the appointment was made. Marital status was proposed as another of the variables related to time of appointment, as was the country of birth of the appointee. In these cases the suggestion being made was that the later the person was hired the greater the chance that he would be single and the greater the likelihood that he would be of foreign birth.

Time simply did not permit a detailed analysis of the above questions. Consequently only those factors which appeared to have a close and direct impact upon the quality of teaching were explored. This does not mean, however, that at some future time it would not be fruitful to explore in much greater detail the relationship of period of appointment to many of the other variables included in the survey.

One line of analysis which might have proved interesting and important was that of the relationship of the graduate school origins of the appointees and the period of their appointment. Unfortunately, due to a combination of problems in the processing of the data and the heavy pressure of meeting the agreed upon deadline, it was not feasible to pursue this point. Some insights on certain phases of the relationship are discussed to a limited extent later in this report, based upon the information collected from department chairmen.

IV - SOME SELECTED FINDINGS FROM THE SURVEY OF NEW FACULTY

In order to have this report prepared by the January deadline it was impossible to develop the analysis of the data in the depth and breadth initially hoped for. Several factors functioned to delay the study, from a greater investment of time and energy in the coding and punching phase of the work than initially anticipated, through somewhat lengthy delays in receiving the returns, to technical problems in the programming. As a result, the main effort in analysis was given to the examination of the relationships of time hired to the characteristics of appointees, and less energy was available to delve into other facets of the data.

Some of the findings from the questionnaires returned by new faculty members, however, are important in understanding the problems faced by different fields as they seek to recruit new staff. In this portion of the report the discussion will turn, therefore, to selected data relating the characteristics of new faculty to other variables.

It was both expected and confirmed by the findings that the difficulties of securing new faculty vary among the five fields. Due to variation it was also expected that the characteristics of new professors would differ significantly by discipline. The Tables presented below pursue a few lines of analysis to test these expectations.

The proportion of new appointees reporting that they hold a degree considered terminal in their field is one test of the quality of appointments among the five disciplines and of the level of difficulty the departments are encountering in recruiting. In Table 9 the replies to this question are shown by discipline.

From Table 9 it becomes evident that four of the five academic fields are securing less than one-half of their new appointees with terminal qualifications. It must be kept in mind, however, that the above data includes both full and part-time appointments, and both temporary and regular appointments. Time did not permit an analysis which would have held the variables of type of appointment constant in testing the relationship of discipline to appointees holding the terminal degree.

Some further light is cast upon this problem when the type of appointments made are examined by discipline. In Table 10 this variable is examined both in terms of the number of respondents falling into each of the categories of appointment, and in terms of the percent of appointments among the respondents by major category.

The conclusions that emerge from Tables 9 and 10 are interesting when compared. It is clear that of the five fields

TABLE 9
New Faculty Reporting that Their Highest Earned Degree is Considered Terminal

	Number replying			Percent of New Appointees with Terminal Degrees	Total Responses
	Yes	No	No Answer		
Business	28	54	1	33.7	83
Chemistry	27	8	0	77.1	35
Engineering	34	42	4	42.5	80
English	48	77	2	37.8	127
Political Science	19	27	0	41.3	46
				TOTAL	371

TABLE 10
Type of Appointment (number)

	Total Responses	Full Time			Part Time			Other	No Answer
		Regular	1 year	1 term	Regular	1 year	1 term		
Business	83	48	12	1	3	9	8	7	8
Chemistry	35	26	1	0	0	4	3	0	1
Engineering	80	33	22	1	0	7	14	2	1
English	127	67	23	2	1	10	19	4	1
Political Science	46	34	6	0	1	3	2	0	0

Type of Appointment (percent)

	Regular, Full Time	Temporary, Full Time	Part Time
Business	57.8	15.7	24.1
Chemistry	74.3	2.9	20.0
Engineering	41.3	28.8	26.3
English	52.7	19.7	23.6
Political Science	73.9	13.0	13.0

studied, Chemistry is by far the most successful in securing appointees with terminal qualifications and in the minimal use of temporary appointments. The fields of Business, Engineering, and English, on the other hand, appear to have must more difficulty in the academic labor market. Note that in all three of these fields the percentage of new staff with terminal degrees is below fifty percent, and in addition, in each field the proportion of appointments to temporary and part-time positions is quite high, from 40 percent in Business to 55 percent in Engineering. For Political Science, the proportion of respondents with terminal degrees is also not high, but the use of temporary and part-time appointments is much lower than in the three fields mentioned above. One reason for this difference in the type of appointments may be a product of the manner in which the labor market for political scientists functions. In pursuing another line of analysis, it was found that of the new faculty appointed in Political Science, 65.2 percent reported that they had had other offers of employment at the time they accepted their current position. Comparable figures for the other disciplines were: Business, 39.8%; Engineering, 27.5%; and English 51.2%. In brief, for the political science departments to successfully secure staff in what apparently is a very "tight" market, it may be necessary for them to offer regular appointments, while in the other three fields the possibility of obtaining part-time instructors is greater and the necessity of making full-time regular appointments is less critical.

When the three quality indices are applied to the total appointments by academic discipline, a mixed pattern is found in the results. As one could predict from Tables 9 and 10, Chemistry scores high, although only on two of the measures. Business, English and Engineering, also as one might predict from the earlier data, score lower on the scales. The average (mean) scores of appointees in each field are tabulated in Table 11.

Considering the rather great differences between the five disciplines in the utilization of temporary and part-time professors, it is difficult to gauge the long-run import of the patterns revealed by the Tables.

Significant changes in the supply, of highly qualified recruits for the California State Colleges or in the ability of the academic departments compete for candidates could alter these patterns rapidly and sharply. At the present moment this ability to compete is severely impaired for most departments, and the supply of well qualified candidates does not appear to be increasing.

The questionnaire sent to new faculty contained several questions aimed at determining why the individual had chosen his present position, and the influence of various factors in

TABLE 11

Average Scores on Three Quality Indices by Discipline

	"honors index"	"productivity index"	third index	number of respondents
Business	1.20	.70	5.45	78
Chemistry	1.37	1.40	5.91	35
Engineering	1.33	1.07	5.98	78
English	.93	1.00	5.46	127
Political Science	1.00	1.09	6.60	43

NOTE: The number of cases upon which these averages are based is smaller than that used on certain other tables, due to the fact that some late responses were not received in time to count when these calculations were made.

his choice. The single most important reason, given by the respondents for taking their position was that of the location of the college. For some, this geographical variable meant the ability to reside in California, while for others already living in the state it was significant related to the community in which they wanted to live. For some others, the location of the college was the most important factor because it allowed them to hold an academic position near the graduate school at which they are doing advanced work.

The characteristics of the college itself or the attributes of the State College system proved of attraction to a smaller proportion of the recruits. Some, for example, stated that they had accepted their position because they liked the particular college in terms of its programs or academic emphasis. Others said that they had taken their jobs out of a belief in the academic style of the State Colleges or because of a belief that within the State Colleges they could best accomplish the things that they want to do.

An even smaller proportion, in most of the disciplines, indicated that their reason for taking their present position was due to specifically job-related factors, such as the salary, rank, or teaching load offered. A summary of the reasons given by the new faculty members for accepting their current positions is shown in Table 12.

The higher incidence of job-related reasons for taking the position evidenced by persons in Business and Engineering probably reflects the impact of many part-time employees in those fields who have accepted a teaching position to supplement their income. The larger percentage of Chemists who gave college or system type factors as being principal in their decisions to join a State College Chemistry Department is probably due to a quite different reason. Many of the chairmen interviewed suggested that the attraction of a State College Chemistry Department to some recruits was the absence of a rigidly enforced requirement of research and publication in order to secure tenure and advancement. These comments in interpreting Table 12 must be regarded as speculative, however, and further analysis of the data would be required to test them.

The importance of location as an element in the attraction of a large proportion of the new appointees to the State Colleges, coupled with certain problems associated with the actual recruiting of persons from outside of California, led to further analysis of the geographical backgrounds of the new professors.

As might be anticipated from the differences between disciplines that appear in previous tables, the five fields vary

TABLE 12

Reasons for Accepting Present Position by Discipline

	Business	Chemistry	Engineering	English	Political Science
Total responses	83	35	80	127	46
Number not answering this question	14	6	30	21	4
Total responses to this question	67	29	50	106	42
Percent of those responding citing locational factors	52.2	31.0	44.0	48.1	73.8
Percent of those responding citing job-related factors	13.4	6.9	12.0	9.4	4.8
Percent of those responding citing college or system based factors	11.9	24.1	12.0	19.8	7.1

in the geographical origins of their recruits. Nonetheless, each of the fields secures a large proportion of its new faculty from candidates already in California.

Not only do substantial numbers of new appointees come to their positions from California communities, but a substantial proportion consider a California community to be their "home town." In addition, close to one-third of respondents reported that they had graduated from a California high school. To cite the specific figures, 60.4 percent of the respondents reported living in a California community prior to accepting their present position. In addition, 52.9 percent replied that they considered a California community to be their "home town," and 31.5 percent had graduated from a high school in California. Analyzed by discipline, these locational items are presented in Table 13.

Time permits the presentation of only two additional findings relating to the characteristics of the respondents in the study - sex and marital status. It was mentioned in an earlier part of the report that some chairmen had suggested a possible relationship between date of appointment and sex and marital status. Although it was not possible to pursue this hypothesis, data were prepared on the sex composition of the respondents and on their marital status. This information is provided in Table 14, by discipline.

The high proportion of women appointed in English and the lower proportion of married faculty appointed in that discipline may be a consequence of the nature of the fields selected for this study. Business and Engineering are almost traditionally fields which have been preponderately male, while Political Science and Chemistry may also have a higher proportion of men in them than many other academic specialities. The lower percentage of married persons in English could be a product of the same variable, since a substantial proportion of women who pursue advanced education and academic careers do not marry.

This discussion of the characteristics of the new faculty in the five fields has necessarily been brief, cursory, and highly restricted. A great deal of additional data was secured beyond that reported in this section of the report, which if developed could provide a much fuller description of the people who participated in the study. At some future time it might be of considerable value for this information to be analyzed in greater depth and comparisons made between the findings and the results of studies of new faculty in other college systems and in other regions of the country. Such comparisons could prove highly fruitful in assessing the kind of faculty developing within the California State College system.

Table 13
Prior Community, Home Town, and Community of High School Graduation by Discipline - (Percent California only)

	Respondents	Per Cent California Prior Comm.	Home Town	High School
Business	83	73.5	60.2	34.9
Chemistry	35	48.6	42.9	37.1
Engineering	80	68.8	52.5	28.8
English	127	55.1	49.6	27.6
Political Science	46	45.7	56.5	37.0
All five disciplines:	371	60.4	52.9	31.5

Table 14
Sex and Marital Status, by Discipline

	Sex		Percent	Marital Status			Percent
	Male	Female	Female	Married	Single	Other*	Married
Business	76	7	8.4	62	17	3	74.7
Chemistry	30	5	16.7	25	10	0	71.4
Engineering	79	1	1.3	63	12	2	78.8
English	73	54	42.5	84	27	16	66.1
Political Science	39	7	15.2	34	11	1	73.9

* Includes widowed, divorced, and separated.

V - DEPARTMENT CHAIRMEN AND THE RECRUITING PROCESS

The survey of department chairmen has played a vital role in gaining an understanding of recruiting difficulties among the State Colleges. The value of this phase of the research was increased greatly by the ability to supplement the questionnaire data with personal interviews. Points were made during the interviews that could not have been anticipated. In addition, the comments of the chairmen added considerable depth to data of a statistical nature obtained from the questionnaires.

A total of 101 completed questionnaires were received from department chairmen. Two letters and a telephone call were also received from chairmen explaining why they had not returned their questionnaires. Added to this response were 33 interviews, many with chairmen who did not reply to the questionnaire. A description of the response, by discipline is reported in Appendix 4.

The total number of authorized positions for the Fall of 1967 in the 101 departments from which completed questionnaires were received was 1,530.69; an average of 15.30 positions per department. (1) The range in size of departments was from a high of 89 positions in one case to a low of two in another. To fill the 1,530 positions the departments reported 1,283 persons in full-time statuses, and 529 persons employed as part-time faculty. The responses on positions and staff by discipline are given in Table 15.

Table 15 must be read with caution as all indications are that the data for business and engineering greatly under represent their use of part-time help and the number of positions in those fields converted to part-time use. Also, many of the full-time staff are in one year or one term appointments, and thus are really temporary appointees. The use of full-time temporary appointees is greatest in English, and lowest in Business and Chemistry, although my impression is that responses for Business do not accurately depict the situation of business departments throughout the State Colleges. The approximate ratios of full-time continuing appointments to full-time temporary appointments by field, based upon the replies to this survey, are: Business, 24:1; Chemistry, 20:1; Engineering, 7:1; English, 5:1; and Political Science, 7:1.(3)

The comments of one chairman regarding the use of temporary full-time appointees are significant at this point. On the questionnaire he returned the chairman wrote that he felt this study might prove of questionable validity because sufficient attention had not been given to these one year appointees. It was his opinion that the one year or one term "onlies" hurt faculty quality more than

TABLE 15

Authorized Positions and Individuals in Teaching Positions
by Discipline for 101 Departments, Fall, 1967

	BUSINESS	CHEMISTRY	ENGINEERING	ENGLISH	POLITICAL SCIENCE
Authorized Positions	378.13	234.67	237.2	462.31	218.38
Individuals: full-time	283	197	223	389	192
part-time	137	84	62	184	62
No. of Departments	36	15	25	12	13
Average No. of:					
1. Positions per Dept.	10.5	15.64	9.49	38.53	16.79
2. Full-time individuals*	8	13	9	32	15
3. Part-time individuals*	4	6	2	15	5

*Rounded to the nearest whole number

many part-timers. The data on new faculty and the hiring cycle support this view in part. The rise of the "honors" index when increased numbers of part-time appointments are made is a case in point.

The fact that any departments reappoint temporary employees for another year or term of service shows that the initial temporary character of such appointments may be partly a myth. No doubt, some temporary faculty are reappointed because the department feels they are more desirable than was originally estimated, many others, however, are reappointed because of the inability of the departments to obtain regular full-time faculty. One of the questions asked of the chairmen deals with this point, and the findings are given in Table 16.

TABLE 16

NUMBER OF TEMPORARY APPOINTEES REAPPOINTED,
by PERIOD, FOR 1967-68

Reappointed By	Number of Temporary Faculty Reappointed
Jan. 15, 1967	24
April 15, 1967	31.5
June 15, 1967	25
Sept. 15, 1967	43.15
	123.65

When the disciplines are examined separately, this practice and problem is seen to be most acute for English and least significant for Chemistry. Forty-seven of the 123.65 reappointments took place in English, while only 4.5 occured in chemistry. The figures for the other fields are: Business, 17; Engineering, 30.5; and Political Science, 24.65.

The ability of a department to secure the caliber and type of appointees it wants is easier if there are sufficient applicants for its vacant positions. Yet, many of those who apply must be eliminated early in the selection process due to insufficient minimal qualifications or for other reasons. For the departments taken together the reported situation regarding applications is given in Table 17.

TABLE 17

APPLICATIONS RECEIVED AND APPLICATIONS THAT CAN BE SERIOUSLY CONSIDERED, 1967-1968 COMPARED WITH 1966-1967

Departments Replying

	Number of Applicants		Number of Applicants Who Could Be Seriously Considered	
	#	%	#	%
Increased	35	37.2	24	25.8
Remained About the Same	33	35.1	35	37.6
Decreased	26	27.7	34	36.6
TOTAL REPLYING	94	100	93	100

The location of the college is an important factor influencing the choice of positions, as shown earlier in the report. It is important, therefore, to look at the impact of location on applications. To do this the department replies were divided according to college, and the colleges classified into four categories: Los Angeles area, Bay area, other, urban area, and other, non urban area. (4) The reports of applications along the lines of area are stated in Table 18.

TABLE 18

Applications Received and Applications that Can be Serisouly Considered by Location of School, 1967-68 Compared with 1966-67

Departments Replying:

	Number of Applicants			Number of Departments	Per Cent Indicating Decrease
	Increased	Same	Decreased		
Los Angeles	12	14	13	39	33.3
Bay	4	8	7	19	36.8
Other, Urban	11	6	4	21	19.0
Other, Nonurban	8	6	8	22	36.3

Number of Applicants Who Could be Seriously Considered

	Increased	Same	Decreased	Number of Departments	% Indicating Decrease
Los Angeles	6	16	14	36	38.9
Bay	4	8	7	19	36.8
Other, Urban	7	10	4	21	19.5
Other, Nonurban	7	5	4	19	36.8

It is interesting to note in Table 18 that the non metropolitan, urban schools appear to be experiencing the least difficulty in receiving sufficient numbers of applications from "good" candidates. During the interviews some clues developed to explain this. Several chairmen in the Los Angeles area mentioned that urban problems, such as smog, traffic, and public safety, were hindering recruitment, particularly among prospective applicants in the midwest and east. That is to say, the problems of metropolitan areas are evidently leading some prospective faculty to seek positions out of those areas. The shift in desirability, though, has apparently not been to the rural college, but to the college located in a city that is not a part of a larger metropolitan area. While not as serious a factor in the Bay area, one or two chairmen did mention the discouraging effects of high living costs and commuting on a small number of potential applicants with whom they had contact.

A related question was asked of the chairmen, concerning their estimation of their chances in competing for new faculty. When looked at by location of the school, the metropolitan colleges are seen to display greater pessimism than their non-metropolitan counterparts.

TABLE 19

Estimation of Chances in Competition For New Faculty by Location of College

	Number of Chairmen Replying:			No. of Depts.	Percent Stating
	Poorer	As Good as Other Colleges	Better	Replying	Poorer
Los Angeles	26	8	2	36	72.2
Bay	17	5	1	23	73.9
Other, Urban	12	9	1	22	54.5
Other, Non-urban	11	6	2	20	55.0

When the size of the college in which the department is located was examined, it was found that the larger colleges were the most pessimistic as to their competitive chances, followed by the smaller schools, with the least pessimism appearing among the medium sized schools. Specifically, 74.4 percent of replies from chairmen in large schools stated they felt their chances were poorer in competition for new staff, while 66.7 percent of the replies from small colleges, and 56.1% of those from medium sized institutions were of this view. (5)

Other items on the Chairman Questionnaire tried to secure data for the 1967-68 cycle on the number of offers the departments made, the number of rejections they received, and an estimate of the number of persons who withdrew from consideration when they learned of what the department could offer to them. Unfortunately, replies to these items were uneven. Some chairmen did not answer the questions, others misunderstood and replied in percentages rather than numbers, and a few others wrote comments on the questions, but did not answer numerically. The reliability of the following data is thus questionable, but nonetheless the findings are suggestive. The findings are shown by discipline in Table 20 and by location of college in Table 21.

Table 20

Offers, Withdrawals, and Rejection by Discipline

				As a percent of offers:	
	Offers	Withdrew	Rejection	Withdrew	Rejection
Business	8282	199	50	243%	60.9%
Chemistry	34	24	6	71	17.6
Engineering	51	53	20	104	39.2
English	99	91	43	92	43.4
Political Science	48	51	16	106	33.3

Table 21

Offers, Withdrawals, and Rejection by Location of College

				As a percent of offers:	
	Offers	Withdrew	Rejections	Withdrew	Rejection
Los Angeles	132	152	48	115%	37.4%
Bay	46	49	26	107	56.5
Other, urban	80	84	44	105	55.0
Other, non-urban	58	138	17	238	29.3

The data on the above tables is especially significant in showing that actual rejection of offers of appointment are only one, and perhaps a deceptive one, measure of recruiting problems. The level of withdrawals, before offers could be made, seems exceedingly high, particularly for business and for the non-urban colleges. In the case of the non-urban school, reliance upon rejection data alone would conceal the actual problems faced by these colleges.

Data was also gathered on the reasons for rejection, and attention must be given to this information. More than one item could be checked so the total responses given in Table 22 is greater than the number of departments replying.

Table 22

Reasons for Rejection by Discipline

	Number of Replies					
	Business	Chemistry	Engineering	English	Political Science	Total
Salary	21	6	14	10	8	59
Fringe Benefits	7	2	4	4	1	18
Teaching Load	15	8	9	9	8	49
Rank	11	1	5	6	4	27
Research Opprtnts	9	5	6	8	3	31
Apprehension about the current status of the colleges	10	5	2	10	2	29
Offer received too late	5	2	0	2	2	11
Applicant not really serious	1	0	1	0	0	2
Other	1	1	0	2	2	6

Taking only the five most important factors shown in Table 22, and renking them by frequency of response, it develops that the most serious recruiting obstacles for the State Colleges are: 1) The salary level that exists within the system; 2) The teaching load that currently prevails; 3) The lack of support for research; 4) A feeling of apprehension among possible candidates about the political status of the State Colleges; and 5) restrictions on the academic ranks that can be offered to potential recruits.

The conclusions above are based upon the Chairmens' assessment of why offers they had made were rejected. They were also asked to evaluate a list of 13 factors in terms of the positive or negative effect they feel the factor has on recruiting. This list of variables is contained in item 19 of The Chairman Questionnaire. (See Appendix 2)

In analysis, the 13 items were combined into four categories -- location, people, job characteristics, and future possibilities. Looking at the results of this analysis by location of school and by size of college, an interesting pattern stands out. The locational and people-type items are seen as positive with very high frequency. The items associated with future prospects are seen as having a negative effect, with two exceptions, and the job related items are uniformly seen as impairing recruitment. (6)

Table 23

The Valence Given to Factors Affecting Recruiting By Department Chairmen, By Location

	Location		People		Future Prospects		Job Attributes		Total Responses
	+	-	+	-	+	-	+	-	
Los Angeles	94	6	54	9	34	56	18	143	414
Bay	59	5	31	7	16	40	7	92	257
Other, Urban	59	2	26	6	27	28	18	77	243
Other, non-urban	48	6	33	5	20	33	17	73	235

Table 24

The Valence Given to Factors Affecting Recruiting
By Department Chairmen, By Size of School

Size of College	Location		People		Future Prospects		Job Attributes		Total Responses
	+	-	+	-	+	-	+	-	
Large	122	8	64	14	46	72	24	180	530
Medium	112	5	64	9	38	70	30	155	483
Small	26	6	14	4	13	17	6	50	136

The general conclusion that clearly stands out from Tables 23 and 24 is that the chairmen in recruiting must try to "sell" where they are and the qualities of the people at their college, and somehow overcome with these the negative effects of the job itself and any chances for improvement in conditions.

Because of the importance of these factors, each of the more significant must be given separate, although brief, attention.

1. Salary: Over and over again in the comments on the questionnaires and in the interviews, problems stemming out of the State Colleges' salary scale were stressed. The most effective way to make the point of the inadequacy of the salary scale is to cite from a few of these comments by the chairmen.

   "Existing salaries we are allowed to offer range from $3,000 to $5,000 <u>below</u> those being offered by other schools (other than in California) for faculty having the qualifications we require." (Business Administration)

"In eastern graduate schools we are considered to be $1,000 or more below average." "... young doctoral candidates say to me why should I subsidize the tax-payers of California by taking a substandard salary?" (Management)

"If a candidate is interested in salary, we can't even talk with him." (Business)

"A young man with a Ph.D. in Engineering can expect an offer at 3rd step, Assistant Professor at best. This salary is about $500 per year more than he could have obtained three or four years earlier with his B.S. and from $2,000 to $6,000 less than he could get in industry." (Engineering).

"Our graduates with a B.S. in engineering can command a larger salary than we offer to a prospective faculty member." (Engineering)

"We get applications in spite of our salary scale." (Political Science)

"The best we can offer on salary is about 15-20% less than a man can get elsewhere." (Political Science)

"In operations research we can offer about $8,500; with a Ph.D. a man can get $12,000 in industry, without experience." (Engineering)

These difficulties with the salary scale are not equally problematic in each of the five fields. Very few chairmen said that the salary level was perfect, but several indicated that State College salaries in their discipline were as good as those at other schools. Several others felt that although salary was a problem, it was not as serious as other factors.

2. Teaching Load: The twelve unit teaching load that prevails in the California State Colleges is seen by most chairmen as a critical source of recruiting problems, and many view it as more critical than salary. Again, to let the chairmen speak for themselves.

"People with teaching loads of 6-9 semester hours ...

laugh at us when they hear of our ... offers." (Business)

"There seems no need to repeat the chronic lack of material rewards and especially the incredible teaching load which no hampers us in competition with midwestern and eastern schools." (Political Science)

"Our teaching load is 'way outside' the limits prescribed by the Chemical Society. In other schools 9 contact hours is a heavy load. In the California State Colleges an instructor has 16 contact hours, while some have as many as 18." (Chemistry)

"Last year we lost two people, both first choices, to schools with 6-9 unit loads." (English)

"Two people we tried to get went to universities with one-half the teaching load." (Chemistry)

"A new Ph.D. with no experience is in a market where the "going" rate" is now about $10,000 and a 6-9 unit load. In five or six years, even the 9 hour load will be obsolete." (English)

In some departments it was possible, due to the availability of federal grants or other "outside" means, to actually reduce the teaching load of some faculty. In the broad view, these instances were few, and the fact they exist does not negate or detract from the negative impact of the 12 unit load in attracting new faculty.

3. Research Opportunities: The general dearth of institutionalized support for faculty research in the State Colleges turned out to be another serious source of recruiting problems. Strenuous attention was given to this issue by chairmen in all disciplines.

It is generally believed that good teaching is highly correlated with a faculty member's involvement in research, as appropriate to his field. Some departments virtually require research by academic staff as a condition of reappointment, tenure, and promotion. To hold to this requirement in the face of the 12 unit teaching load and without appreciable support (in the form of released time, funds, and adequate equipment) is difficult if not impossible. In many cases, the effort to hold to the research criterion means that faculty must work substantial numbers of hours beyond what our society currently considers normal or average. As one chairman put it, "anyone worth his salt around here is working 60 to 80 hours per week." Another chairman indicated that "research here goes on on Saturday; we have no way of getting released time."

The difficulties in the area of research actually seem to have a two sided effect in recruiting. On the one hand the lack of opportunities discourages many candidates who withdraw when they learn of the situation. Among those in this group are many of the brighter, most able young people coming out of the graduate schools, where research is stressed. The other side of this point is that due to the lack of research, and the necessity in many departments to consequently reduce their emphasis upon research and publication, a large number of people trying to escape the "publish or perish" situation are attracted to the State Colleges. To sum up this point in the words of one chairman, "we won't get the cream of the crop, but rather the second best; people who aren't research oriented, who come because of low pressure on research and publication."

4. Apprehension About the Political Situation of the Colleges:
Many of the chairmen stated that the political position of the State administration has hurt in their recruiting. Various factors seem to have contributed to this, from the budgetary difficulties and hiring "freeze: of 1967, to a more general image of a hostile attitude toward education among State administrators.

The effect of this apprehension is probably greater in keeping possible candidates from even inquiring or applying to the State Colleges than upon those who do apply. Yet, numerous chairmen related instances of rejections in which this factor was paramount. Others related specific cases of graduate schools where major advisors unequivocably stated they would not recommend California colleges to their advisees. Other respondents said that they had received letters from friends and colleagues asking, "what's going on in California?" and that there is national concern within academic circles on this point (hardly conducive to attracting large numbers of qualified candidates). Recruiters from competing colleges are quick to capitalize on this point, as illustrated in a statement by the chairman of a business department, "We have been under a vicious attack by recruiters from our neighboring states since the election of Governor Reagan. I have had recruiters from neighboring states come up behind me at recent meetings when I was talking to known candidates for teaching positions. The competitors then made jeering remarks. This hurts."

5. Rank:
The replies from 88 chairmen reported that in recruiting faculty for new positions they were restricted in the rank, and consequently salary, that they could offer. Similarly, 68 reported such restrictions in recruiting replacements for vacancies in existing positions. A large number also replied that exceptions to the restrictions could be secured under special circumstances.

The general assumption in hiring is that appointments will average to the level of Assistant Professor, salary step 3. At some schools it appeared this level of offer was not just a guide, but a maximum, which could be exceeded only rarely and then only after much formal discussion. In short, most departments are for

all practical purposes, required to recruit into the lower ranks, thus eliminating them from realistic competition for experienced and senior faculty. In fields where our conditions of employment are inferior to what promising senior candidates can obtain from other schools, this policy almost compels the departments to recruit people with less impressive qualifications.

On some campuses more than others , the "topping out" phenomen has intensified the rank problem. The general rule in the State Colleges is that a ratio of 60% senior faculty to 40% junior faculty should not be exceeded at a given college. On at least four of the campuses where interviews took place there had been or would soon be "topping out." Due to this the policies at those colleges was to rigidly limit any senior rank appointments, out a fear that not to do so would ruin what was left of promotional chances for existing faculty.

A way out of the dilemma that "topping out" creates was proposed by some--namely, abandonment or dodification of the 60/40 rule. It was the opinion of a few that a 70/30 rule would be more realistic.

6. Other Factors:

Of the several other factors brought up as relevant to recruiting, one was especially stressed. Chairmen were almost unanimous in indicating the urgent need of additional funds for out-of-state travel, both for recruiting and for general attendance at professional meetings. In some fields these two are inseparable, as recruiting is a principal function at the meetings. Associated with this, is the almost absolute lack of funds to bring prospective candidates to a campus for a job interview.

Lacking the financial ability to attend out-of-state meetings (or at best having the funds to send one person to one meeting) and being unable to bring candidates to the college for an interview, many departments must hire a prospect without ever having seen or talked with him. Often this results in "bad decisions;" to quote one respondent, as a "feeling of getting a pig in a poke."

A secondary impact of this disability is the additional inducement absent in recruiting. Should a chairman get to a meeting in the east, for example, he cannot offer those whom he interviews the possibility of compensated travel to professional meetings if they join the State Colleges. Since a good many of the national organizations rarely meet in California, the lack of this ability to travel in effect "cuts off" the new faculty member from national professional association with colleagues, a price many of the better prospects are not willing to pay in joining a State College faculty.

Recruiting in the out-of-California markets is additionally hindered by the lack of satisfactory funds to help new appointees defray moving costs in coming to California. The situation on this point is so poor, some of the chairmen interviewed said they did not ever mention moving expenses when recruiting. These people

indicated that if the amounts available were known it could hurt them more than help them in trying to secure applicants.

Another factor mentioned by the chairmen, and one of crucial importance, was the fact that the State Colleges enter the academic markets too late and once active, cannot make commitments fast enough to hold onto some of the prospects who express an interest in the positions. The "freeze" of 1967 on hiring was an extreme case of this. To quote a few chairmen on this point:

> "Last year we did not know until well into March that we would be able to recruit for a new position. By the time that we began, the hiring season was over... It is quite common on this campus for apparently qualified candidates to accept positions elsewhere while we are still shuffling the papers... On this campus we usually find ourselves not knowing what positions will be open and not knowing what the salary schedule is during the peak of the recruiting season. When we finally get underway, after the first of the year, we still don't know what the salary schedule is and then with all these handicaps we usually get bogged down with red tape. Consequently, the chances of filling our positions with qualified candidates are not at all good." (business)
>
> "The major slave market in this profession meets in the East in September, too early and too far away for us to make any effective use of it." (political science)
>
> "Authorization for new faculty positions comes much too late. We ought to know by November 1... we seldom get authorizations before January and seldom make decisions or get acceptances before May--far, far too late." (political science)

Several other types of factors were mentioned by the respondents, but it is not possible to even briefly discuss all of them. These other factors ranged from crowded office conditions for faculty and a scarcity of clerical assistance to problems of image. (7)

Given all of the above problems, a legitimate question is why recruits come to State College faculties? What "keeps afloat" the departments at many of the colleges is where they are--either in the sense of their being in California on their specific location in California (e.g., the San Francisco Bay Area, the Los Angeles area, etc.) Should the attraction of California diminish in drawing recruits from out-of-state and in holding in-state appointees, the State Colleges' recruiting problem would become almost insurmountable. If dramatic changes take place in the problem areas noted above (salary, load, etc.) competitiveness could be maintained. The danger lies in no changes in the working conditions, since some chairmen have already seen signs of a decline in the attraction of California, especially metropolitan areas in California. This problem appears to be growing more, at this point, at least, in southern California than elsewhere in the state.

In conclusion, the department chairmen surveyed in this study have, in general, portrayed a recruiting situation which can be described in one word as "grim". As these men and women seek to attract well qualified, promising instructors to the State Colleges they find themselves handicapped by low salaries, heavy teaching loads, uncertainties as to the future, and inadequate opportunities for professional development. On the positive side they attempt to entice the recruit with the climactic and cultural benefits of living in California and the stimulation of good colleagues and students. The greatest proportion of the chairmen feel this is an uphill struggle, which cannot be won without rapid and substantial changes in the job-related conditions of employment in the State Colleges accompanied by procedural changes to allow reasonable entry into their parts of the academic labor market.

FOOTNOTES

1. The total of 1,530.69 authorized positions reported by the 101 department heads represent 17.9 per cent of the 8,527.3 budgeted instructional positions within the California State College system for the Fall, 1967, term.

2. In most departments not all applications for positions can be given serious consideration. Of course the standards of consideration may change as the hiring cycle unfolds.

3. The ratios shown are approximate only. The ratio shows that in chemistry, for example, for every full-time temporary appointee there are about 20 full-time people on regular, continuing appointment.

4. The colleges included in each category were:

   a. Los Angeles area: Dominguez Hills, Fullerton, Long Beach, Los Angeles, Pomona, and San Fernando.
   b. Bay area: Hayward, San Francisco, and San Jose.
   c. Other, urban areas: Fresno, Sacramento, San Bernardino, and San Diego.
   d. Other, non-urban areas: Chico, Humboldt, San Luis Obispo, Sonoma, and Stanislaus

5. The colleges were classified by size as follows:

   a. Large (faculty of 600+): Long Beach, Los Angeles, San Diego, San Fernando, San Francisco, San Jose.
   b. Medium (faculty of 300-599): Chico, Fresno, Fullerton Hayward, Pomona, Sacramento, San Luis Obispo.
   c. Small (faculty under 300): Dominguez Hills, Humboldt, San Bernardino, Sonoma, Stanislaus.

6. The items in question 19 which were combined into the four categories were:

   Location: "Community location", "characteristics of the college", and "Fact of being in California"
   People: "Characteristics of the department faculty" and "Characteristics of the college's student population."
   Future Prospects: "Prospective promotional opportunities", "Prospective research opportunities," "Possible advances in salary level"
   Job Characteristics: "Present salary level", "Present teaching loads", "Present research opportunities", "Present rank offered", and "Sabbatical leave opportunities".

7. In this context, image refers to the fact that to many people the State Colleges are viewed as normal schools or as somehow being auxiliaries of the University of California. One chairman pointed out that substantial numbers of prospective candidates have never heard of most of the State Colleges and have no idea of where they are within California. This chairman recommended a public relations campaign, in and out of California, to "tell our story and become known." To illustrate this point, one respondent reported visiting a bank located about one mile from his campus. A clerk asked where he was employed. The respondent replied, giving the name of his college, to which the clerk responded, "Where is that?"

VI - CONCLUSIONS

The principal conclusions that can be stated, based upon the data developed in this study are:

1. There is a relationship between the period in the hiring cycle at which new faculty are appointed in the State Colleges and the quality of those appointed, as measured by various criteria of preparation and performance.

2. The nature of the relationship noted in 1 above, is that of a decline in the quality of faculty appointed from the early to the late periods of the hiring cycle.

    a. An exception to this generalization occurs when large numbers of part-time appointments are made at the very end of the cycle from available "pools" of industrial, governmental, and professional people living near the colleges.

3. The problems in recruiting are not the same from discipline to discipline. Of the academic fields covered in this study, business and engineering were found to be experiencing the greatest difficulties, followed by English and political science. Of the five fields, chemistry was found to be having the most success in achieving its recruitment goals.

4. Difficulties in recruiting also vary with the location of the college, and to a lesser extent with the size of the college. Departments in medium sized colleges located in non-metropolitan, urban areas appear to be most successful in recruiting, and least pessimistic about their chances in future recruiting.

5. The principal factors which handicap department chairmen in the California State Colleges as they try to fill faculty vacancies are:

    a. Low salary levels
    b. Heavy teaching loads
    c. A lack of support for research
    d. An apprehension among prospective recruits growing out of the political and budgetary situation of the State Colleges
    e. A lack of flexibility in the rank and salary that can be offered to candidates

6. A deep seated belief is held by many department chairmen that improvements in the items listed above must be made and implemented as soon as possible. Without such improvements, those responsible for recruiting do not see how they can secure qualified staff in the years to come to preserve high standards of education in the California State Colleges.

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APPENDIX I

New Faculty Questionnaire

SAN FERNANDO VALLEY STATE COLLEGE
18111 Nordhoff Street
Northridge, California 91324

November 9, 1967

FACULTY AND DEPARTMENT CHAIRMEN
OF THE CALIFORNIA STATE COLLEGES

Dear Colleagues:

The Faculty Affairs Committee of the Academic Senate, California State Colleges, is conducting a study of the effectiveness of faculty recruitment in the College system. We hope that the information we compile will indicate in what ways our recruitment practices are effective and in what ways they might be improved. We hope that the information will assist the State College system in its appeals to the State Administration, the Legislature, and the public.

We ask that you answer and return the questionnaires that are being distributed. The Faculty Affairs Committee assures you that this is a faculty affair; your responses are anonymous in the first place, and no attempt will be made to identify individuals. Individual questionnaires will remain confidential; only general conclusions that emerge from the computer and unidentified comments will ever be released to the Administration, the Legislature, or the public.

We urge the prompt return of the questionnaires; the Legislature will be considering such matters as faculty recruitment in early January and we may wish to present some of the information to them at that time.

Thank you for your cooperation.

Sincerely yours,

John Stafford

John Stafford
Professor of English
Chairman, Faculty Affairs Committee
Academic Senate, CSC

JS:c

November 1967

STATEWIDE ACADEMIC SENATE
CALIFORNIA STATE COLLEGES

Survey of New Faculty

The Statewide Academic Senate of the California State Colleges is conducting an analysis of faculty appointed to teaching positions in the colleges during the past two years. Basically, the purpose of the research is to secure a detailed and thorough body of knowledge concerning the characteristics of new appointees and the processes involved in their appointment. For this study to prove reliable and of value it is critical that everyone selected for inclusion in the research cooperate to the best of his ability. Consequently, your help by completing this questionnaire is sincerely requested and will be appreciated by the Senate.

As you will note this questionnaire is anonymous and no effort will be made to identify any individual returning it. In no case will this information be used to identify individuals, nor will any of the information obtained be available in a form that will reveal the identify of the person completing the questionnaire. To aid in the analysis of the information, however, it is important that your college and department be noted.

A self addressed envelope is attached to these pages for your use in returning the completed questionnaire. In order that the information received can be tabulated and analyzed for consideration by the Senate it is critical that you complete and return the questionnaire at your very earliest convenience, and in no case later than Friday, November 24, 1967.

Thank you.

1. Please check opposite the college at which you hold your appointment.

Chico	____	Long Beach	____	San Fernando	____
Dominguez Hills	____	Los Angeles	____	San Francisco	____
Fresno	____	Pomona	____	San Jose	____
Fullerton	____	Sacramento	____	San Luis Obispo	____
Hayward	____	San Bernardino	____	Sonoma	____
Humboldt	____	San Diego	____	Stanislaus	____

2. In what academic department or discipline do you hold your appointment? _____

If you have a joint appointment (appointment in two departments) or an appointment that involves teaching and non-teaching duties, please explain below, indicating the proportion of your appointment in each function, department, or discipline.

_____

_____

3. Is your appointment:

A regular, (including probationary) full-time appointment?___
A one year only, full-time appointment? ___
A one semester or one quarter only, full-time appointment?___
A regular, part-time appointment? ___
A one year only, part-time appointment? ___
A one semester or one quarter only, part-time appointment?___
Other (please explain) ___

_____

_____

4. How many units are you teaching this term?

semester units: _____
quarter units: _____

5. How many different classes (not courses) are you teaching this term? _____

6. How many different courses are you teaching this term? _____

7. What is your present academic rank?

Professor _____
Associate Professor _____
Assistant Professor _____
Instructor _____
Lecturer _____

Other (please specify)_____

8. At what step and class, within your rank, is your appointment?

Class I (without doctorate or equivalent) Step: 1___ 2___ 3___ 4___5____

Class II (with doctorate or equivalent) Step: 1___ 2___ 3___ 4___5____

9. To the best of your memory, when did you receive the offer of your present appointment?

_____

(Month) (Year) (Date or part of the month)

To the best of your memory, when did you formally accept the offer of the appointment that you now hold?

_____

(Month) (Year) (Date or part of the month)

11. Were the conditions of the initial offer you received (rank, salary step, teaching load, etc.,) the same as those which you accepted when you took your position?

a. Yes _____
No _____

b. If no, please indicate what differences there were between the offer and the conditions you accepted.

1) What I accepted was:

	Greater than initially offered	Same as initially offered	Less than initially offered	Not included in initial offer	Not Applicable
Rank	_____	_____	_____	_____	_____
Salary Step	_____	_____	_____	_____	_____
Teaching Load	_____	_____	_____	_____	_____
Moving Expenses	_____	_____	_____	_____	_____
Assigned time for research	_____	_____	_____	_____	_____

2) In terms of course assignments

(a) I agreed to the course assignments in the initial offer ___

(b) I requested and secured changes in the course assignments _____

(c) I was asked and agreed to changes in the course assignments _____

(d) I was told there would be changes in the course assignments before I accepted the offer _____

12. a. Did you or your present department initiate the contact between you which led to your appointment?

I initiated the contact _____

The department initially contacted me (I was not looking for a position) _____

The department initially contacted me, although I was looking for a position _____

b. If you were looking for a position, did you examine the possibilities at any colleges other than the college at which you are now working?

Yes _____
No _____

1) If yes, did you make formal application for a position at any schools other than your present college?

Yes _____
No _____

2) Did you receive formal offers of employment from any colleges other than the college at which you are now employed?

Yes _____
No _____

(a) If you did receive other offers, from what schools did you receive them?

_____
_____
_____
_____

(b) Compared to the offer you accepted at your present college how did these other offers compare in general on the points listed below?

(1)	All were higher	Most were higher	About the same	Most were lower	All were lower
Salary	_____	_____	_____	_____	_____
Rank	_____	_____	_____	_____	_____
Research Opportunities	_____	_____	_____	_____	_____

(2)

	All were heavier	Most were heavier	About the same	Most were lighter	All were lighter
Teaching load	___	___	___	___	___

13. What were your reasons for accepting your present position rather than another?

_____

_____

_____

14. Please rank the following items in their order of importance to you in accepting your current position. If not relevant, do not include in the ranking.

a.

Salary level	_____
Rank offered	_____
Teaching load	_____
Location of the college	_____
Reputation of the college	_____
Reputation of the department	_____
Reputation of persons within the department	_____
Position was recommended by a colleague or advisor	_____
Desire to live in California	_____
Other (please explain)	_____
_____	_____

b. Was your decision to join your present department influenced by:

	Yes, Definitely	Yes, Somewhat	Had no friends already in the dept/ college	No; to no appreciable degree	Definitely not
(1) friends already in the department	___	___	___	___	___
(2) friends already at the college	___	___	___	___	___
(3) friends already at other Calif. State Colleges	___	___	___	___	___

15. If you were looking for a position which of the following channels of securing information as to available jobs did you use? Check as many as applicable.

Notices in professional journals _____
Advice and recommendations from friends _____
Listings of positions in college placement offices _____
Listings of positions in college department offices _____
Letters sent to prospective departments in which you had an interest _____
Visiting departments in which you had an interest _____
Other (please specify) _____

Of the channels listed above, please circle the one you feel was the most valuable to you in securing information about available positions.

16. Before accepting your current position had you had any teaching experience?

Yes _____

No _____

If yes, were you in a full-time college teaching position immediately prior to accepting your current position?

Yes _____

No _____

(1) Where? _____

17. Please indicate the length, in years, of your work experience in the categories below.

a. Teaching experience	No. of Years	Approximate Period
College or university	____	_____
Junior college	____	_____
High School	____	_____ _____
Junior High school	____	_____
Elementary school	____	_____
Graduate teaching assistant	____	_____

(1) If you had experience as a graduate teaching assistant, was this:

	Yes	No
a) in charge of your own classes or sections?	___	___
b) handling discussion sections but not other meetings of classes?	___	___
c) handling grading, counseling students, etc., but no classroom responsibilities?	___	___

Other teaching experience (please specify): _____

b. Non-Teaching experience

	Years	Approximate Period	Type of Job Held
Business or industry			
Government			
Full-time research			
Other (please specify)			

c. If you had experience in full-time research work, was this

(1) Predoctoral research under the direction of a principal researcher or director? Yes ___ No ___

(2) Postdoctoral research conducted under the sponsorship of a foundation or governmental agency? Yes ___ No ___

(3) Other (please explain) _____

18. What was your position just previous to accepting your present appointment? _____

19. Please check opposite those academic degrees you hold, indicating the school from which the degree was earned, and the year in which it was granted.

		School	Year Granted
B.A.	___		
M.A.	___		
Ed.D.	___		
Ph.D.	___		
Other (specify)	___		

20. Is the highest degree that you now hold normally considered to be the terminal degree in your field? Yes ___ No ___

21. Are you currently working on an academic degree? Yes ___ No ___

a. If yes, please indicate the degree upon which you are working, the school at which you are doing the work, when you began working on the degree, and approximately when you expect to receive the degree.

Degree	School	Began Work	Expect to Receive Degree

22. Have you been the author or co-author of any scholarly publications in your discipline? Yes ___ No ___

a. If yes, please indicate the number of such publications in the categories listed below.

Books ___
Monographs ___
Articles ___
Other (please specify) ___
___

23. Have you published any creative works (e.g., plays, novels, poetry, etc.), directly related to your discipline? Yes ___ No ___

a. If yes, how many such publications have you published? ___

24. Have you delivered scholarly papers at a meeting of a professional society in your discipline? Yes ___ No ___

a. If yes, how many such papers have you delivered? ___

25. Have you held an office in a professional or academic society? Yes ___ No ___

a. If yes, please list the office(s) held and the name of the society.

___ ___
___ ___
___

26. Have you ever worked as a paid consultant to business or industry?
Yes ___
No ___

27. Have you ever worked as a paid consultant to a government agency or bureau?
Yes ___
No ___

28. Have you ever worked as a paid consultant to public schools?
Yes ___
No ___

29. Have you ever worked as a paid consultant to an organization or group, other than a business, governmental agency, or public school?
Yes ___
No ___

a. If yes, please explain _____
_____

30. Are you currently engaged in any academic research that you expect to lead to publication?
Yes ___
No ___

a. If yes, is this research financially supported by other than your own personal resources?
Yes ___
No ___

b. If your work is funded, what is the source of the funds?
(1) foundation grant _____
(2) governmental grant _____
(3) business or industrial grant _____
(4) statewide college funds _____
(5) local college funds _____
(6) other

c. If your work is funded, what is the total amount of support for the research? $_____

31. What is your date of birth? _____
Month Day Year

32. What is your sex? Male:___ Female: ___

33. Are you: Married ____ Single_____ Separated _____
Widowed ____ Divorced _____

34. Do you have any children? Yes ___ No ___
If yes, how many? _____ What are their ages? _____

35. In what community did you graduate from high school? ___ _____

36. What community do you consider to be your "home town"? _____

37. If you are married, what community does your spouse consider "home town"? _____

38. In what community were you living just previous to accepting your present appointment? ___ _____

IF YOU HOLD A PART-TIME APPOINTMENT, PLEASE ANSWER THE FOLLOWING ADDITIONAL QUESTIONS:

39. What is your usual or principal occupation? ___ _____

40. How long have you been engated in that occupation? ___ _____years.

41. Did you seek the position you now hold at the college or were you solicited by the department or college administration?
I sought the position ____
I was sought by the college ____
Both ____

42. Does your firm or office encourage personnel to take assignments in teaching such as that which you hold? Yes ___ No ___

43. If college teaching is not your principal occupation have you given any serious thought to college teaching as a full-time occupation for yourself? Yes ___ No ___

* * * * *

Thank you for your time and help. Please return this form to:

Mr. James Haehn
Department of Sociology
Chico State College
Chico, California 95926

11/67

APPENDIX II

Department Chairmen Questionnaire

THE CALIFORNIA STATE COLLEGES

Memorandum

November 8, 1967

TO: Deans of Schools or Department Chairmen
Business
Engineering
Chemistry
English
Political Science
(or their counterparts)

FROM: James O. Haehn JOH

SUBJECT: Statewide Academic Senate Study of Faculty Recruitment and Appointment

Within a few days you will receive a packet of questionnaires to be distributed to all faculty in your discipline listed above (or their counterparts) who were newly appointed for the 1966-67 and 1967-68 academic years. Please include in the definition of those appointed part-time as well as full-time faculty, and assistants and graduate assistants who have teaching responsibilities.

We hope that you will distribute these forms as soon as possible as it is imperative that the completed questionnaires be returned by November 24, 1967.

Please impress upon your new faculty that the questionnaires should be returned directly to me by means of the attached addressed envelope and that their responses will be held in the strictest confidence. In absolutely no case will any information be used so as to identify any individual returning the questionnaire. As soon as received all questionnaires will be coded, with only the principal researcher having access to the code.

If you are the Dean of a School please provide copies of the Survey of Department Chairmen to the heads of your departments, in addition to the copies that go to new faculty members. Should a chairman be new himself, please ask that he consult with the past chairman, if possible, in completing the Department Chairman form. In such a case, he also would receive a copy of the New Faculty form.

Your help in this study is earnestly sought. The success of this work and its possible value for future recruiting depends totally upon the extent of cooperation you can provide with this phase of the study.

Should any questions arise concerning the questionnaires, or should you need additional forms, please contact:

Professor James Haehn
Department of Sociology
Chico State College
Chico, California 95926

Telephone: (916) 343-4411, Ext. 477

Thank you.

JOH:sm

SAN FERNANDO VALLEY STATE COLLEGE
18111 Nordhoff Street
Northridge, California 91324

November 9, 1967

FACULTY AND DEPARTMENT CHAIRMEN
OF THE CALIFORNIA STATE COLLEGES

Dear Colleagues:

The Faculty Affairs Committee of the Academic Senate, California State Colleges, is conducting a study of the effectiveness of faculty recruitment in the College system. We hope that the information we compile will indicate in what ways our recruitment practices are effective and in what ways they might be improved. We hope that the information will assist the State College system in its appeals to the State Administration, the Legislature, and the public.

We ask that you answer and return the questionnaires that are being distributed. The Faculty Affairs Committee assures you that this is a faculty affair; your responses are anonymous in the first place, and no attempt will be made to identify individuals. Individual questionnaires will remain confidential; only general conclusions that emerge from the computer and unidentified comments will ever be released to the Administration, the Legislature, or the public.

We urge the prompt return of the questionnaires; the Legislature will be considering such matters as faculty recruitment in early January and we may wish to present some of the information to them at that time.

Thank you for your cooperation.

Sincerely yours,

John Stafford

John Stafford
Professor of English
Chairman, Faculty Affairs Committee
Academic Senate, CSC

JS:c

November 1967

STATEWIDE ACADEMIC SENATE
CALIFORNIA STATE COLLEGES

Survey of Department Chairmen

The Statewide Academic Senate of the California State Colleges is conducting an analysis of faculty appointed to teaching positions in the colleges during the past two years. Basically, the research is directed toward gaining a body of information concerning the characteristics of new faculty and the processes involved in recruiting and hiring. For this study to prove of value it is essential that everyone selected for inclusion in the research cooperate to the best of his ability. Consequently, your help by completing the following questionnaire is earnestly requested and will be appreciated by the Senate.

As Department Chairman you are in an especially crucial position to assist in this study. Not only are you deeply involved in the processes of recruitment and appointment, but the records available through your office can provide detailed information not otherwise available. In completing the questionnaire the Senate would be quite grateful if you would make use of these records when possible in order to improve the accuracy of the data. In no case will this information be used to identify individuals, nor will any of the information be available in a form that will reveal the identity of the person completing the questionnaire.

Due to limitacions of time and resources it is necessary that this research be limited to those persons appointed to teaching positions during the past two years. Please keep this in mind as you go through the questions. Also, it is the intention of the study to include all individuals hired for teaching positions, including part-time appointments, temporary appointments, and students hired to teach classes or sections of classes.

In order that the analysis can proceed it is important that you return the completed questionnaire at your earliest convenience. In any case, please be certain that the forms are in the return mail by Friday, November 24.

Thank you.

1. Please check the appropriate line to identify your college.

Chico	____	Long Beach	____	San Fernando	____
Dominguez Hills	____	Los Angeles	____	San Francisco	____
Fresno	____	Pomona	____	San Jose	____
Fullerton	____	Sacramento	____	San Luis Obispo	____
Hayward	____	San Bernardino	____	Sonoma	____
Humboldt	____	San Diego	____	Stanislaus	____

2. Please identify your academic department or discipline

_____

3. How many authorized positions are there in your department for the current term? (Include fractions, if applicable) _____

4. How many individuals are assigned to your department in the filling of these positions for the current term?

full-time _____
part-time _____

5. Please show below how the department's authorized positions are being filled.

	Filled		
a. Total Positions Authorized	*Full-time faculty on continuing appointment	Full-time faculty on one year appointment	Full-time faculty on one term appointment
	Part-time faculty on continuing appointment	Part-time faculty on one year appointment	Part-time faculty on one term appointment
Positions Unfilled			
	Graduate assistants	Assistants	Other (Please explain)

*Includes probationary appointees

b. How many of the FTE positions filled by part-time applicants were so filled because full-time appointees were not available?

for 1967-1968 _____
for 1966-1967 _____

6. How many new positions was your department authorized for the

1967-1968 academic year?_____
1966-1967 academic year?_____

7. Of the total number of positions your department had to fill, how many were:

	1966-67	1967-68
Temporary replacement (sabbaticals, leaves, etc.)		
Regular replacement (from termination, retirement, voluntary resignation, etc.)		
Newly created and assigned positions		
Other (please explain)_____		
_____		

8. Of the positions to fill that were replacement, specifically how many were the result of:

	1966-67	1967-68
Sabbaticals or leaves of absence		
Voluntary termination of faculty members		
*Involuntary termination of faculty members		
Termination of one year or one term appointments		
Retirement		
Death		
Illness		
Other factors (please explain)		

*Include those who in your opinion resigned rather than being separated.

9. a. Please begin the item below by showing the total number of positions you were seeking to fill for the 1967-1968 academic year. Following this, show how many positions were still unfilled by the dates indicated. Include in this figure positions which became vacant and had to be filled during the year.

Total positions to fill for 1967-68	Jan. 15	Apr. 15	June 15	Sept. 15

Please show also the number of positions filled by the dates below by persons who were one year only appointees in 1966-67, who were in fact reappointed for 1967-68.

Jan. 15	Apr. 15	June 15	Sept. 15

b. Please repeat the above in terms of the 1966-67 academic year.

Total positions to fill for 1967-68	Jan. 15	Apr. 15	June 15	Sept. 15

10. In filling new positions are you restricted in the rank level and salary step that you can offer to a candidate?

Yes_____
No _____

If yes, please explain the restrictions applicable to hiring faculty for new positions._____

_____

_____

11. In filling replacement positions are you restricted in the rank level and salary step that you can offer to a candidate?

Yes_____
No _____

If yes, please explain the restrictions applicable to hiring faculty to fill replacement positions._____

_____

_____

12. Are exceptions possible to the restrictions on hiring you have outlined above?

Yes_____
No _____

If exceptions are possible how easy or difficult is it to secure permission to make an exception?

	FOR NEW FACULTY	FOR REPLACEMENT FACULTY
Very easy		
Moderately easy		
Not very easy		
Moderately difficult		
Very difficult		

On what basis can exceptions be made in making offers to new faculty?

	Usually	Sometimes	Seldom	Never
Candidate of outstanding quality				
To fill a position which otherwise would go unfilled				
On demand of the candidate				
Other (please explain)_____				
_____				

On what basis can exceptions be made for replacement faculty?

	Usually	Sometimes	Seldom	Never
Candidate of outstanding quality	_____	_____	_____	_____
To fill a position which otherwise would go unfilled	_____	_____	_____	_____
On demand of the candidate	_____	_____	_____	_____
Other (please explain) _____				
_____	_____	_____	_____	_____

13. In your recruiting for the 1967-68 academic year which of the following channels were used by the department to make known the number and type of vacancies it had available.

	Yes	No
Notices in professional journals	___	___
Notices sent to university placement offices	___	___
Notices sent to university graduate departments	___	___
Notices sent to selected persons your department wanted to recruit	___	___
Notices posted or listed at professional meetings	___	___
Recruitment trips to selected campuses	___	___
Notices to the State Employment Service	___	___
Personal inquiries by department members of friends as to their availability	___	___
Personal inquiries by department members of friends as to candidates	___	___
Other (please explain)_____	___	___
_____		

14. Compared to 1966-67, did the number of applications for positions your department received for the 1967-68 year -

Increase considerably _____ Decrease slightly _____
Increase slightly _____ Decrease considerably_____
Remain about the same_____

a. Did the proportion of applicants your department could seriously consider for 1967-68 -

Increase greatly _____ Decrease slightly _____
Increase slightly _____ Decrease greatly _____
Remain about the same _____

b. Of the total applications received, please make an approximation of the proportion that received serious consideration by the department.

_____

c. Of those applications that were considered seriously how many were sent formal offers of a position? _____

d. How many applicants would you estimate withdrew from consideration before a formal offer could be sent when they learned of the best offer that could be made to them? _____

e. Of the formal offers that were sent, how many rejections did the department receive? _____

1) What were the principal reasons for these rejections, as best as you can ascertain?

Inadequate salary _____
Insufficient fringe benefits _____
Teaching load too heavy _____
Rank offered was too low _____
Lack of research opportunities _____
General apprehension about the current position of the Colleges _____
Offer received too late _____
Applicant not really serious about his candidacy _____
Other (please explain)_____ _____
_____

2) Of the factors listed above, please circle the one which was the most common or frequent reason given for rejection of your offer.

3) Based upon your best judgment did the following factors become more or less important, when compared to 1966-67, as reasons for the rejections you received in your 1967-68 recruiting?

	Much More Important	Somewhat More Important	No Difference	Somewhat less Important	Much less Important
Salary Level	_____	_____	_____	_____	_____
Teaching Load	_____	_____	_____	_____	_____
Rank Offered	_____	_____	_____	_____	_____
Availability of research opportunities	_____	_____	_____	_____	_____
Fringe benefits	_____	_____	_____	_____	_____
Opportunities for Released time for research	_____	_____	_____	_____	_____

15. In general, how would you assess the present supply of qualified candidates, relative to demand, for college teaching positions in your field?

Supply of qualified candidates greatly exceeds demand _____
Supply of qualified candidates is somewhat greater than demand _____
Supply of qualified candidates generally meets the demand_____
Supply of qualified candidates somewhat lower than demand_____
Supply of qualified candidates greatly lower than demand_____

16. In competition for qualified faculty do you feel your department -

a. Has as good a chance of securing qualified faculty as other colleges and universities? _____

b. Has a better chance of securing qualified faculty than other colleges and universities with which you normally compete?_____

c. Has a poorer chance of securing qualified faculty as other colleges? _____

17. Which of the following objectives was it generally <u>not</u> possible for your department to meet in recruiting for the 1967-68 academic year? Check as many as appropriate.

a. Finding persons with terminal degrees in specialties needed within the department _____

b. Finding persons with terminal degrees, regardless of their specialties _____

c. Finding persons with preparation in needed specialties, although they may not have the terminal degree _____

d. Finding persons with promise in teaching _____

e. Other (please explain)_____ _____
_____

18. In what ways do you feel that those who rejected offers from your department differ from those who accepted?

In terms of relevant experience:

Those who rejected had greater experience _____
There was no significant difference in experience_____
Those who rejected had less experience _____

In terms of degrees held:

More of
/ those who rejected held terminal degrees _____
There was no significant differences in degrees _____
More of those who rejected did not hold terminal degrees _____

In terms of teaching promise:

Those who rejected generally had greater teaching promise _____
There was no significant difference in teaching promise _____
Those who rejected generally had less teaching promise _____

19. In your efforts to recruit which of the following are positive and which are negative features. Please place a plus after those you feel are positive, and a minus after those you feel are negative.

Present salary level	_____
Present teaching loads	_____
Present research opportunities	_____
Present rank offered	_____
Community location	_____
Characteristics of the college	_____
Fact of being in California	_____
Sabbatical leave opportunities	_____
Prospective promotional opportunities	_____
Prospective research opportunities	_____
Possible advances in salary level	_____
Characteristics of the department faculty	_____
Characteristics of the college's student population	_____

a. Please circle the plus or minus sign of the factors you feel are most valuable or harmful in your recruitment efforts.

20. Is recruiting and appointment in your department handled

a. by a committee of members of the department, not including the chairman? _____
b. by a committee of members of the department, including the chairman? _____
c. by the chairman alone? _____
d. by the entire department? _____
e. by Division Chairmen or the Deans of Schools? _____
f. Other (please explain) _____ _____

_____

21. Of the individuals hired for new and replacement positions, how many were first choices by the department for the position? How many were second? etc.

	1966-67 Academic Year	1967-68 Academic Year
first choices		
second choices		
third choices		
fourth choices		
fifth choices		
sixth choices		
seventh choices		
eighth choices		
ninth choices		
tenth or more		

22. In your opinion do you believe that there was any significant change in the quality of persons appointed for the 1967-68 year as compared to 1966-67?

yes_____
no _____

a. If you feel there has been a significant change, do you believe that in general the quality of people appointed has -

Improved greatly _____
Improved somewhat _____
Declined somewhat _____
Declined greatly _____

23. In your opinon do you believe that the quality of persons appointed improved or declined at the times noted below, when compared to the previous periods? Please check the appropriate box.

For 1967-68 Recruitment	Quality improved from previous period	No change in quality	Quality declined from previous period
January 15			
April 15			
June 15			
September 15			

24. If the California State College salary scale was higher would it be likely that you would have appointed those faculty hired at the same rank and salary step that you did?

Definitely yes _____
Probably yes _____
Probably not _____
Definitely not _____

25. Were any of the positions your department had to fill divided or split to be filled with part-time staff or graduate assistants?

	yes	no
for 1966-67 year	_____	_____
for 1967-68 year	_____	_____

If yes for either year, how many FTE positions were so divided?

for 1966-67 year _____
for 1967-68 year _____

How many of these FTE partial positions were filled by the date classes began?

for 1966-67 year _____
for 1967-68 year _____

26. In seeking to fill part-time positions to what sources of personnel does your department turn? Check as many as applicable.

Graduate students at your college _____
Graduate students at nearby universities _____
Faculty wives _____
Local high school faculty _____
Local junior college faculty _____
Retired faculty _____
Local business and professional people _____
Other (please explain)_____ _____

_____

27. In general, what are your feelings regarding the present processes of recruiting and appointment for your department? Please feel free to comment on any and all points you believe appropriate.

(Please use the back of this page for your comments)

Thank you for your help and cooperation. Please return this form to: Mr. James Haehn, Department of Sociology, Chico State College, Chico, California 95926.

APPENDIX 3 - INDICES OF FACULTY QUALITY

Three indices were used in this study to gauge the quality of new faculty appointed over the past two academic years. Two of these measures were borrowed from a highly respected, natural study of college faculty members, The Academic Mind, by Paul F. Lazarsfeld and Wagner Theilens, Jr.

In their study Lazarsfeld and Theilens developed these two indices to aid their analysis of faculty attitudes and to help in characterizing the colleges in their sample. The first of the measures, the "honors" index, was intended to provide a basis for estimating the eminence of faculty. The index is constructed by assigning a point credit for the attainment of the criteria listed below.

Criterion	Yes	No
Has a PhD	1	0
Has published three or more papers	1	0
Has held office in a professional society	1	0
Has worked as a consultant	1	0

The possible range of scores on the index is from 0 to 4. For application in the current study one modification was made in index, this being an extension of the item regarding the PhD to include any earned doctorate.

The second index developed by Lazarsfeld and Theilens is the "productivity" index. The criteria of this measure focus specifically upon the publication output of the person. The index itself is a four point scale, calculated in the same fashion as the "honors" index, only using the following criteria.

Criterion	Yes	No
Has written a dissertation	1	0
Has published at least one paper	1	0
Has read three or more papers at meetings	1	0
Has published at least one book	1	0

As these indices were used in their study, Lazarsfeld and Theilens found that they were not too highly correlated with one another so that it is reasonable to assume that the indices do not measure closely similar characteristics.

APPENDIX 3 - INDICES OF FACULTY QUALITY (Continued)

It was decided to employ both of the measures in the current study to help in the attempt to estimate the quality of new appointees. Consequently, a special effort was made during the construction of the new faculty questionnaire to include items applicable to the indices.

Earlier studies of faculty appointments in the California State Colleges suggested in some ways the above indices might be too "strict" to effectively measure the qualifications of new people hired over the past two years. Large numbers of new faculty are hired directly from graduate schools, many before they have completed all of their degree work, and others are recruited from teaching positions in junior colleges and four year colleges where research and publication, both important factors in these indices, are not emphasized.

Thus, in order to give weight to a different form of preparation than is measured by The Academic Mind indices, a third index was developed. Unlike the previous two, this third index permitted a range of scores from 0 to 12, and gave differential weight to levels of preparation. The basis for computing this index is as shown below. The third index also took into account previous teaching experience and general desirability as measured by the person's having received other offers of employment.

Criterion	Academic Degrees and Research Experience		
Does the person	Have a M.A. or less 0	M.A. with additional academic work 1	
	Hold a Doctorate 3	Hold a Doctorate and postgraduate research 4	
Teaching experience	None 0	Non college experience 1	Teaching Assistant experience at a University or College 2
	Previous college teaching experience 3		
Publications	None 0	One 1	Two or more 2

APPENDIX 3 - INDICES OF FACULTY QUALITY (Continued)

Criterion	Academic Degrees and Research Experience - (Continued)		
	None	One such experience	Two or more consultations
Consultation experience	0	1	2
	None	One	Two or more
Other offers of employment	0	1	2

Questions can be raised regarding the criteria employed in the third scale, and without the benefit of a pretest, it was not possible to validate the index before applying it in this study. As the findings discussed in Part III of this report show, however, the relationship of the third index to the Lazarsfeld and Theilens' indices is close, although the relationship seems to be closer with the "productivity" than with the "honors" index.

It is possible also to criticize the use of all of these indices in generalizing about faculty quality. None of them include any measure of teaching ability, or the capacity to work with students. This failing was keenly felt. It is true though that the chairmen of academic departments are faced with the same difficulty in evaluating candidates for positions. That is, until a person is hired and has functioned for a period within the department, estimations of teaching ability, are at best calculated guesses, and the indices, based upon objective accomplishments and experience, are probably as valid a measure of faculty quality and promise for purposes of recruitment as are available.

APPENDIX 4 - THE SAMPLE AND SOME METHODOLOGICAL PROBLEMS

Section II of this report contains a general discussion of the design and approaches used in the conduct of this study. The purpose of this appendix is to provide a more detailed description of the technical procedures employed, the level and character of response to the surveys, and certain problems that arose in the handling of the data.

As briefly mentioned earlier the decision to include part-time faculty within the study made it virtually impossible to accurately know on short notice the total size of the universe to be covered in the mailing of the New Faculty Questionnaire. Because of this, estimates were made for each of the five departments at each of the eighteen colleges as to the maximum possible number of persons hired into any teaching status over the past two years. These estimates yielded the following figures, by discipline:

Business	530
Chemistry	610
Engineering	360
English	435
Political Science	345

By college, the size of the mailings was as shown below:

Chico	115	Sacramento	155
Dominguez Hills	20	San Bernardino	50
Hayward	65	San Diego	160
Humboldt	80	San Fernando	100
Fresno	115	San Francisco	240
Fullerton	120	San Jose	210
Pomona	105	San Luis Obispo	175
Long Beach	300	Sonoma	25
Los Angeles	245	Stanislaus	25

The total number of New Faculty Questionnaires mailed was 2,285. A few additional questionnaires were subsequently sent to three or four departments following a request from them stating that the number initially sent was not sufficient.

Although some extra copies of the questionnaire were sent, it is likely that in most departments, the number of forms received was more than necessary, and in some of the departments in which chairmen were interviewed, I noticed extra copies in the chairman's office or the chairman would state that he received too many of the questionnaires.

APPENDIX 4 - THE SAMPLE AND SOME METHODOLOGICAL PROBLEMS (Continued)

The technique agreed upon for circulation of the survey forms was to use the chairmen of the various departments as distributors of the questionnaires to new faculty. In some cases a Dean or division head was the highest administrative official of the department, and the forms were sent to him. The instructions attached to the questionnaires asked that the chairman distribute them to all faculty, hired for 1966-67 or 1967-68, who were still members of the department and who had some teaching responsibilities. In certain instances, the chairman distributed questionnaires to all of the faculty in his department, and in other cases, the forms were given to all new members of a division, such as a Social Science Division. Because of these misunderstandings, a substantial number of completed questionnaires were received from people outside of the fields selected for the study, and some others were completed by individuals hired earlier than October, 1965. Two or three completed questionnaires were returned, for example, from persons appointed to the faculty during the 1930's.

Growing out of these misunderstandings, 79 in number, a large number of responses came from persons not in one of the five fields. The disciplines represented among these "other" responses ranged from physical education to anthropology. After much deliberation, it was finally decided to include these "other" responses with those of respondents in the five fields for purposes of some calculations.

Late responses also posed a problem. Evidently some department chairmen did not distribute the forms to their new faculty until weeks after they had received them from the initial mailing. To the extent possible these late completions were calculated along with the others, even though much of the data had already been processed through the computer center. For all late returns, save two, the information provided was added to the appropriate I.B.M. runs by hand and recalculations of means and percentages made when necessary.

The haste with which the data had to be processed led to a misunderstanding which also requires explanation. All questionnaires were coded and key punched, whether the respondent was in one of the five fields or not and whether the respondent had been hired during the period under study or not. When the punched cards were processed, the data cards for all respondents hired before October, 1965, were sorted and removed from the group to be analyzed. Of the responses available at that time, however, 43 cases of individuals in a discipline not one of those under study were processed along with the rest. Time did not permit rerunning all of the cards, and consequently some of the calculations in the study include these forty-three cases.

Once this had been caught, several more "other responses which had not been processed were added to the study, bring the total of such cases to 79. Where the total number of responses, as reported on the tables in the body of the report totals 361, only the responses for the five fields are included; where the response total is given as 404 or 416, forty-three of the responses are of the "other" variety; and finally, where the total of responses is shown as 449, all 79 of the "other" responses have been counted, along with all of the completed questionnaires from the faculty in the five fields. Had there been more time for analysis, it would have been possible to utilize the 79 "other" responses as a control by processing them separately from the remainder of the responses. When it has been possible to try to assess the impact of these "other responses, it does not appear that they have influenced the results markedly in any particular direction. The principal impact of these responses has been to make a little more meaningful the results from certain small colleges, and to "round off" the curves on some charts that were used to illustrate trends and patterns.

The proportion of part-time faculty represented in the sample for this study is probably lower than the actual use of part-timers in the several departments. The most recent report of The Coordinating Council for Higher Education reported that for 1966-67, the latest data available, the proportion of part-time faculty in the State College system was 26.4 percent. The proportion of part-timers in the current survey, including the 79 "others" described above, is 21.4 percent--or 5 percent under what probably exists throughout the system. To the extent that these part-time instructors have influenced the level of patterns, such as was shown in the discussion of the three quality indices, the effect has been slightly muted, due to under representation in the study.

The phase of the research concerned with department chairmen was based upon two sources of data. Questionnaires were prepared and sent to the administrative head of the discipline on the given campus who was asked, if applicable, to distribute copies of this survey to the department heads working under him. Altogether, replies were received from 101 chairmen. The distribution of these replies by discipline is noted below:

	No. of Departments	No. of Colleges
Business	36	14
Chemistry	15	15
Engineering	25	12
English	12	12
Political Science	13	13

APPENDIX 4 - THE SAMPLE AND SOME METHODOLOGICAL PROBLEMS (Continued)

As mentioned in Section II, a series of interviews were conducted to supplement the information obtained from the questionnaires and to secure added insights on problems associated with recruiting. A total of 33 such interviews took place, with 11 of the system's 18 campuses represented. The number of interviews by discipline was: Business: 7; Chemistry: 7; Engineering: 6; English: 8; Political Science: 5.

The interviews were conducted in an informal, semistructured fashion. That is to say, similar questions were asked in the course of each interview, but not necessarily in the same order or in exactly the same words. As much as possible the chairmen (or Deans or division heads) were encouraged to discuss recruiting with the questions posed only to direct the discussion and to ensure comparability of the kind of opinions, evaluations, and experiences covered. Each interview took about one hour, although one ran for only about 30 minutes and another took two and one-half hours.